PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

Journal of EDUCATION

DEC 2 1929

BOSTON, MASS.
Vol. CX, No. 19

December 2, 1929

TEN CENTS A COPY
BY THE YEAR, $3.00

A New Book in the American Education Series

MOORE'S CITIZENSHIP THROUGH EDUCATION

By CLYDE B. MOORE, *Rural Education Department, New York State College of Agriculture, Cornell University.*

336 pages Price $1.40

THE civic objectives in the teaching of citizenship, materials and methods of instruction are presented in this book with clarity and definiteness. The value of history, geography and the other social studies in furnishing teaching material is explained. The methods advocated are: projects, discussion and debate, dramatization, biography, story, etc. It is a book at once practical and inspiring.

AMERICAN BOOK COMPANY

New York *Cincinnati* *Chicago* *Boston* *Atlanta*

The New Edition of

ESSENTIAL LANGUAGE HABITS

CHARTERS — COWAN — BETZ

Introduces additional attractive features for teachers and pupils

1. New illustrations throughout, many of them in color.
2. Several new literary selections from contemporary authors, such as Rose Fyleman and Walter de la Mare.
3. New testing material at the beginning and end of each year's work (with the exception of the third year) prepared by an expert in the field of tests and measurements.
4. Numerous textual changes, especially in Books One and Two.

Retains all the features which have distinguished this series.

Write for descriptive circular

SILVER, BURDETT AND COMPANY

New York Newark
Boston Chicago
San Francisco

Orleans Plane Geometry Achievement Test

By JOSEPH B. ORLEANS and J. S. ORLEANS

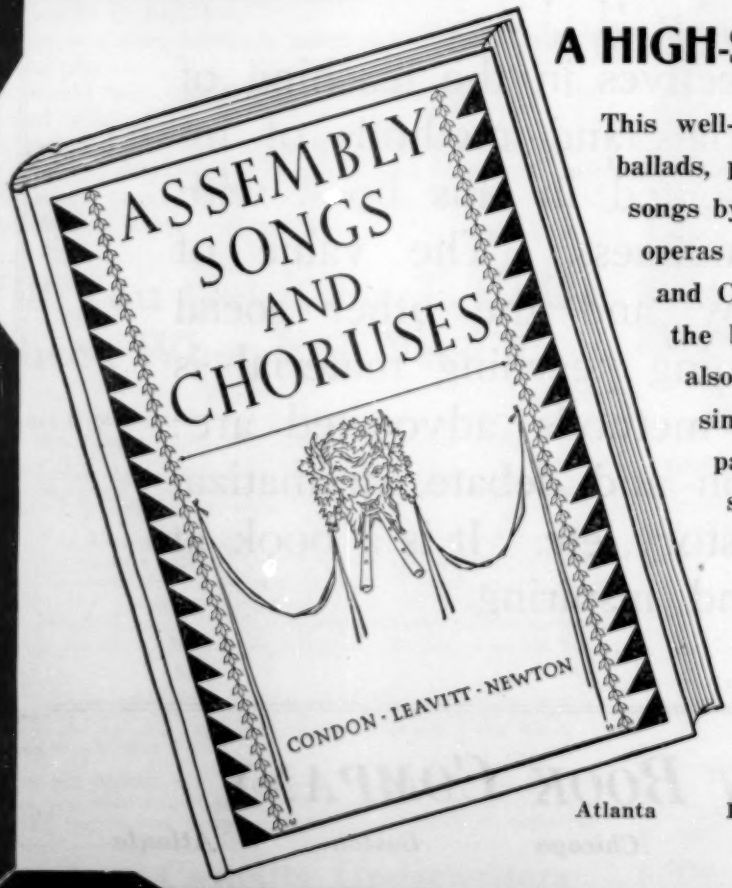
This test makes possible most accurate analysis of students' difficulties and causes of failure in this important subject.

It is comprehensive. Test 1 for first semester covers Books I and II, except loci; Test 2 for second semester covers Books III, IV, and V and loci. All the different phases of the subject are included — geometrical reasoning, computation, completing proofs, giving diagrams and hypotheses and conclusions, and original solutions. Percentile norms are given based on 3,500 cases.

Send for further information

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland, and Manila



A HIGH-SCHOOL SONGBOOK

This well-arranged collection of folk-songs, ballads, patriotic songs, student songs, art songs by master composers, excerpts from operas and oratorios, hymns and anthems, and Christmas carols, contains not only the best music for assembly use, but also much inspiring poetry. Easy to sing, and sure to interest. Accompaniments are simple enough for student pianists to play. Price $1.32, subject to usual discount.

GINN AND COMPANY

Boston New York Chicago
Atlanta Dallas Columbus San Francisco

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR DECEMBER 2, 1929

EDITORIALS:—
Still-Born Events 483
Illiteracy Doomed 483
Magna Charta Sunday 484
A Famous History 484
A Maryland Achievement 484
Lawrence, Kansas 485
Leadership in New Mexico 485
Character Builder 486
Brookline's Economic Education 486
Edwin E. Slosson 486
BELDING'S PAGE 487
Proof Is Faulty 487
Plastic Years 487
Child Study 487
EDUCATIONAL TRAILS IN AMERICAN HISTORY 488
By A. E. Winship
THE INN (Poem) 489
By John Presland
CURIOSITY IN EDUCATION AND PROGRESS 490
By Francis Roy Copper
DO COLLEGE STUDENTS NEED MORE GUIDANCE? 492
EQUALIZING OPPORTUNITY 493
By Kate V. Wofford
THEY SAY 494
"ADULT EDUCATION GROWING UP" 495
INTERESTING HIGH SCHOOL 495
SERIOUS-MINDED YOUTH 496
By Arthur Dean
ARE THESE YOUR PROBLEMS? 498
CHARACTER CHATS 499
By Joseph B. Egan
The Bottomless Kettle—I 499
The Bottomless Kettle—II 499
The Unexpected Happens—I 499
The Unexpected Happens—II 500
The Mole and Mercy 500
EDUCATION IN ACTION 501
TREND OF THE TIMES 503
THE BOOK TABLE 504
GRINS BETWEEN GRINDS 505
LAWS TO PROTECT CHILDREN 506
TEACHERS OF SPEECH 506
VOTERS SERVED 506
THE REAL GOOD 506
THE NAMES OF SANTA CLAUS 506

JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.
Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

EDITORIALS

Still-Born Events

ONE of the tragedies in education today is the passion for trying to put still-born school events into education in history.

No school event is history simply because it happened to occur before something that is in history.

A first-born son does not inherit parental fame and fortune if it is still-born, and school events that were still-born cannot inherit a place in history.

If a school event did not demonstrate life and energy through achievement it must go unrecognized.

If Benjamin Franklin was the tenth child in the home he carried into history through achievement all the fame and fortunes of that family. For the first-born of the family to claim Benjamin's fame and fortune because of priority of birth would have been as idiotic as to try to steal the birthright of an achievement in education by priority of a still-born event.

In six years the platoon plan went from 33 cities to 163 cities.

Illiteracy Doomed

JULIUS ROSENWALD, Sears, Roebuck and Company, Chicago, makes it possible to eliminate at an early date all illiteracy in the South regardless of race, inheritance or financial limitation. This achievement will stimulate activities in all states and territories so that illiteracy under the stars and stripes is absolutely doomed.

The present sudden awakening to the shameful indifference is probably largely due to President Hoover's discovery of illiterates in the neighborhood of his summer residence in the Virginia mountains. A committee of eighteen has been appointed by Secretary Wilbur to consider ways and means of reducing illiteracy.

Back of all this is the famous achievement of Mrs. Cora Wilson Stewart's "Moonlight Schools," in Rowan County, Kentucky, and her brilliant and heroic leadership in the crusade against illiteracy.

In singleness of purpose, which is culminating gloriously in the closing weeks of 1929, Mrs. Stewart is in the class with Frances E. Willard, Susan B. Anthony and Clara Barton.

A few years ago a National Illiteracy Associa-

tion was organized with thirty members. John H. Finley, New York Times, is president of this association, with Jane Addams and Glenn Frank, vice-presidents, Mrs. Stewart, director, and W. Carson Ryan, secretary.

On November 21, at a meeting of this association in New York, the announcement was made that Julius Rosenwald would provide $20,000 for 1930, $10,000 for 1931, and $5,000 for 1932. The understanding is that the association for these three years will concentrate its service on the absolute elimination of illiteracy in the South.

The Hoover-Wilbur-Cooper committee will meet in Washington on December 7.

Magna Charta Sunday

LIBERTY is law, and law is liberty. There is nothing more devoutly religious than to blazon on church banners that liberty is law, and that law is liberty.

It is easier to get front-page religionists to join any movement to coddle lawbreakers than it is to get them to promote respect for law, which is the only guarantee of liberty.

Magna Charta is to civic liberty what the Ten Commandments are to civilization, and what the Sermon on the Mount is to Christianity.

There is cause for devout thankfulness that June 15 is to be *Magna Charta Sunday*.

Every church calendar in the United States should on June 15 publish this glorious paragraph in President Hoover's address at the Associated Press luncheon, April 27, 1929:—

"I have accepted this occasion for a frank statement of what I consider the dominant issue before the American people. Its solution is more vital to the preservation of our institutions than any other question before us. That is: The enforcement of and obedience to the laws. . . . We are confronted with a national necessity of the first degree. . . . We are not suffering from an ephemeral crime wave, but from a subsidence of our foundations."

A Famous History

"UNCLE SAM'S History of the United States" is an entirely new revelation of the development of this country, written by *one thousand* men of affairs today, who have also demonstrated rare skill in authorship.

Each of the thousand writers puts into the story he writes for "Uncle Sam's History of the United States" the cream of his life study as brilliantly as though he were writing a volume on history.

Every one of the thousand writers is a recognized authority on the phase of history of which he writes.

A sixteen-page illustrated prospectus of "Uncle Sam's History of the United States," size 18 x 24 inches, will be sent free to any teacher who will send a postcard request for it to United States History Association, 6 Beacon street, Boston, Massachusetts.

A Maryland Achievement

AN INTERESTING and important achievement of the decade is at the Maryland State Teachers College at Towson, where President Dr. Lida Lee Tall has eighty earnest young men studying the science of education and the art of classroom teaching.

Maryland has the one of the few institutions in which one-seventh of the student body is a group of young men, deliberately preparing themselves for class teaching in *elementary schools* or for the *principalship of small rural schools*.

When Dr. Tall became principal ten years ago there had not been men students in the Towson institution for some years though it had had an eminent woman principal followed by a man, now dean of education in a university.

Nine years ago seventeen young men entered the school with the avowed purpose of being teachers in elementary schools. Each year the number has increased until now one-seventh of the students are young men every way prepared to master the science of education and the art of classroom teaching for the elementary school child.

One reason for this famous seven-fold increase is the fact that every young man who graduates receives an appointment at once for service that he enjoys, in which he is intensely interested, and that satisfies an aspiration for a useful life.

There is no other line of human effort that appeals to young men of this talent and aspiration as does a teaching career.

They have no illusions about being great. They are an entirely different type of young man from those who want a business or profession that offers an opportunity for greatness to one in a thousand.

These young men want a good living, an opportunity to help in the making of men and women who are good and good for something. They welcome responsibility for a service that needs them, and for which they want to be adequately prepared.

These young men have no weak ambition to make teaching a stepping stone to fame and fortune.

There is a monthly men's night at the president's spacious home, in which there is an "open hour" for the young men to discuss in a frank and fearless way what is being done for them, and the way in which it is being done, and what is not being done for them that they think should be done.

Of all the meetings of the year, none means as much to me personally as this men's night. Some-

times this open hour is followed by a short address by some one who is later exposed to a question period that is not querulous, but a seeking for enlightenment on subjects vital to them. The evening closes with a jolly social and luncheon hour with the president and some of the professors.

We have been interested in learning about the success of these young men, some of whom are classroom teachers in Maryland cities and others have small rural schools.

They enter into the life of the community for seven days in the week. They demonstrate on all occasions that they love their work, that they appreciate having responsibility for having boys and girls better prepared to live in that community, and they make everybody feel that that is a good community in which to live.

The Maryland State Teachers College is invigorating the civic and social life of the people through the young men who are learning how to teach boys and girls.

These men teachers have a message for the people, and their life is a glorious achievement.

Lawrence, Kansas

THE seventy-fifth anniversary of the founding of Lawrence, Kansas, was utilized by Superintendent W. W. Curfman for highest effect upon the children, the community and state.

We can think of no other city that has had as colorful a history for seventy-five years as has Lawrence. It had more of the tragic experiences of the anti-slavery terrors with none of the serious war effects than any other city in the country.

There is no building in Lawrence that was built in the first pioneer days, and there is probably no one now living who had any part in the bloody clashes of those days.

Lawrence was the first Kansas city to be incorporated by the legislature. The fact that it bears the name of Amos Adams Lawrence of Boston is a guarantee that the city was the centre of the tragedies preceding the Civil War.

Lawrence was settled in 1854, and was incorporated in 1856. The events in which all schools had a part in the recent celebrations were: (1) The retreat of the Indians; (2) the covered wagon emigrants; (3) the first Border raids; (4) the late Border raids.

The thoroughness of the pageantry may be imagined from two of the features. When the children went to school on Thursday morning they found at every school groups of Indians with goods packed ready for traveling. When the schools opened these Indians went to a given block on Massachusetts street, where they remained.

At recess there were emigrant covered wagons at every school, and at the end of the recess these emigrant covered wagons went a block and joined the Indians on Massachusetts street who were taking their part in the historical exhibit.

At 11 o'clock four groups of Border raiders played their part in four sections of the city, so that all schools could enjoy the demonstration. The raiders came from all directions, ransacked a store, loaded the loot on wagons. Then the National Guard (R. O. T. C. Troop) arrived, and the raiders dispersed.

This faintly suggests the part the schools had in the great celebration. Everything for everybody, on October 10, 11, and 12, was a fascinating portrayal of every step in the development of the city, of the state university and of Kansas itself. There were parades, pageants, exhibits, and feasting of early times as well as of modern banqueting.

The superintendent, the School Board, the principals, teachers, children and the parents made the three days memorable for Kansas.

The official program vitalized the trail of Kansas historically, civically, industrially, and educationally.

Leadership in New Mexico

STATE Superintendent Atanasio Montoya has as broad an educational vision and as high professional aspiration for his state as has any state leader.

Here is the program which is put up to the state by the state superintendent:—

1. Transfer of two cents of the five cent gasoline tax to the educational fund.
2. Require a higher standard for teachers in the rural schools.
3. Provide for a nine months' school in all districts.
4. Provide free textbooks for all grades, including high school.
5. Adoption of a system of pension for teachers.
6. Secure group life insurance for teachers.
7. Build homes for teachers in rural districts.
8. Consolidation and centralization of school districts unable to adequately finance a complete educational program.
9. Educate worthy teachers at state expense through two years of Normal School. Money advanced to be repaid by beneficiaries on long time notes.

This would be a heroic program for at least forty of the states. It cannot be appreciated unless one has known New Mexico as I have for forty-seven years. To me it is a miraculous vision.

Fortunately I also know Mr. Montoya intimately, and believe in him ardently. He has demonstrated sound professional science and noble civic purpose, and can put that state in the front rank in every way through education.

Character Builder

MRS. AGNES BOYSEN, principal, Lyndale Elementary School, Minneapolis, is achieving remarkable results in the everyday behavior and character personality of boys and girls.

It is needless to say there is no silly sentimentalism in the Lyndale school. There is none of the "good but good-for-nothing" spirit. To be good one must be "good for something."

As the word implies, character must be etched into everyday life, so that one is reliable in everything, always has control of thought and speech, of temper and temperament.

Character scores as in baseball and basketball. A boy doesn't have to care why he inverts the divisor in order to make a touchdown or a home run in character scoring. A successful tackle in character is possible even if a boy has no respect for the predicate adjective.

As a matter of fact, the Lyndale School maintains high scholastic rank because boys enjoy an interference with a cantankerous word in spelling, and girls like to be skillful in the use of English, as well as in the toss of a ball to the basket.

That crocodile that was alive fifty million years ago escaped the terrors of evolutionists.

Brookline's Economic Education

LAST year the Brookline School Board introduced Economic Education into the local school system. This was the first time that money management as a definite subject was included in a school curriculum in the United States. Practical results of the year's work have proven its value.

From the kindergarten, where the beginners are led into thinking of ways to save, on up through the grades, economic subject matter, suited to the age and understanding of the child, and pertaining to civic as well as personal affairs, is regularly once a week presented for discussion in class.

From the fifth grade through the high school budgeting is taught. This requires the facing of realities; establishes orderly and systematic habits of accounting; enables one to keep within and to get the most out of any income, whether it be large or small; and not only leads to personal financial independence, but fits for success in the management of business and for service in the management of public funds in later life. Individual budget records are kept strictly in confidence, as with parent, teacher and pupil.

The key words are Work, Earn, Save, Give, and Have.

Encouragement by the parents of working and earning, so long as it does not interfere with progress in school work, is important, as it is the most direct way of helping children to acquire a sense of value. When earning outside of the home does not seem feasible, there is an arrangement whereby the allowance may be put upon a business basis in proportion to results accomplished in school work, for the utilization of spare time, or for special service rendered. Whether earning or a definite and regular allowance afford the money supply, responsibility for the use of that supply prepares for larger responsibility in adult life.

This plan, which is the first of its kind, is the fruitage of ten years of specializing in school thrift by Miss Florence Barnard of the Brookline High School, who has written wisely and attractively on school thrift. It was the national prominence that led the Brookline School Board to adopt this plan and put her in charge of the management. This really accounts for its success.

Edwin E. Slosson

WE APPRECIATE the service Dr. Edwin E. Slosson rendered the popularizing of science without diluting it, but The Nation, October 30, says what we would like to say much better than we could say it:—

"Edwin E. Slosson, director of Science Service, who died at Washington on October 15, was one of the few American scientists of assured competence who have chosen to devote themselves to popularizing knowledge rather than to adding to its sum. His special field was chemistry, and while for a number of years other interests claimed him—he was for seventeen years the literary editor of the Independent, and for eight years of that time a member of the faculty of the School of Journalism in Columbia University—it is as a writer on chemistry that he is most widely and favorably known. His 'Creative Chemistry,' published in 1919, remains the most successful attempt yet made to explain to non-technical readers the nature and methods of modern chemistry, and his 'Easy Lessons in Einstein' is a remarkable piece of popularization. It was to Dr. Slosson's credit that he recognized, far more than many of his scientific associates, the wide gulf between popular knowledge and the theories and accomplishments of modern science, and the dependence of scientific research upon intelligent public support."

The Carnegie Foundation in its twenty-third annual report says it has $31,594,000 resources.

More than sixty colleges and universities in the United States have had Yale graduates for presidents.

Belding's Page

PROOF IS FAULTY

DOES it "pay" to have an education? In the great majority of cases it does. All schoolmen who are loyal to their profession believe this.

But how well does it pay, and how much?

No answer has ever been given that is reliable.

Oh, to be sure, our statisticians have collected armfuls of data to prove that the average income of the educated person is just so many dollars above that of the non-educated. Some one has found that the educated man received $66,000 more income during his life than his untutored brother.

The evidence is presumptive rather than conclusive.

Dr. Harold A. Clark of Teachers College, Columbia, pointedly asks: "What do we know about the ability of the two groups? What about family connections, the business openings, inherited wealth and other advantages of the group that went on to school as compared with an average group?"

It is time we realized the fallacious reasoning that lurks in the calculations of wealth added by college culture. To discount the conclusions that have been reached is not to throw them out of court entirely, but merely to recognize the utter inadequacy of the statistics thus far available.

"There seems to be evidence to show," says Dr. Clark, "that boys who go to expensive summer resorts have larger incomes than boys who work in summer. Does this mean that boys should not work in summer?"

PLASTIC YEARS

THE head of a certain western university makes it his business to look after the general behavior and morals of his students. He realizes the extreme importance of environment during those formative years when college is in charge of youth. While avoiding excessive parentalism in cases that do not require it, he watches over his young men and young women as solicitously as if they were his own children. At the first sign of distress in any corner of the campus this president appears on the scene or meets the affected students to talk the matter over.

When a bootlegger sets up housekeeping in that community this alert university head soon learns of the undesirable presence and quickly takes steps to get the offender out of town.

There are other university heads who might well accept a larger share of responsibility than they now acknowledge for the moral, mental, and physical well-being of their students.

The notion that young people of college age are grown up and can be regarded as thoroughly capable of governing their own actions is utterly false. The reason so many presidents of our higher institutions take that attitude is because it can be defended in high-sounding words, and relieves them of a lot of worries. But they need to worry.

The president who is constantly awake to whatever influences the lives and habits of his students necessarily has a multitude of anxieties on his mind, but he has less to trouble his conscience than have many of his contemporaries—provided their consciences still function.

Reports of what goes on among college students are often exaggerated, and discounts have to be made. But it remains true that the welfare of individual students is one of the last things thought of in some of our so-called "leading institutions."

CHILD STUDY

WHENEVER and wherever education goes to school to the child, great results commence to follow. So long as American educators were content to keep on handing out traditional instruction in traditional ways to boys and girls who had grown far beyond traditional models—if any boys and girls ever did resemble such models—there could be little progress, and there were inevitable failures, many of them tragic.

Today in America the more alert education is endeavoring to understand the child or the youth—to enter into his thoughts and desires; to look forward to his practical needs in adult life—and the resultant revolution in educational methods is astounding.

Formality and constraint are loosening their hold upon education. Rockbound habits of instruction are giving place to fresh, untrammeled paths.

European countries, we are told, have lagged behind America in attention to the child. Now educational leaders on the Continent and in Great Britain are paying heed to the child's actual condition and needs. At a meeting in Geneva recently educators and child experts from twenty-six countries discussed preventive hygiene, the pre-school child, modern health supervision and similar subjects. Interest was keen. And the fact that pioneering work along these lines had been done in the United States was generously recognized.

Yes, the child of today enters a world of great educational promise—unless he happens to arrive in a community which is still a hundred years behind the procession.

Anson W. Belding

Associate Editor.

Educational Trails In American History

By A. E. WINSHIP

Chapter VIII—Professional Education—I

THE quarter of a century from 1890 was the real harvest of what Horace Mann had in mind when he established the first three Normal Schools in the New World.

Of all the service he rendered, this was probably the most important. While it was his crown of glory, it was his cross of grief.

Before speaking of the famous professionalism of the universities in the closing years of the nineteenth century and the opening of the twentieth century, it is important to go back to the times of Horace Mann and write of his creation of the first three State Normal Schools in the New World, of the tragedy connected with them, and trail the State Normal Schools in education in history up to the time when the universities assumed responsibility for a heightened professionalism.

Samuel Reed Hall had an interesting and important experience in teaching would-be-teachers at Concord, Vermont, three years before Horace Mann was elected to the Massachusetts legislature.

Soon after Mr. Hall gathered a few students of the art of teaching in a Vermont village, John G. Carter petitioned the Massachusetts legislature to create a State Board of Education to create State Normal Schools, but it was sixteen years after Mr. Hall's humble adventure in teacher-training before there was a State Normal School in the New World.

It was vastly easier to bestir a Congregational church and a village community to encourage a new venture than it was to arouse a state to appropriate ten thousand dollars to match Edmund Dwight's proposed gift of ten thousand dollars.

The most important group of problems in a democracy is to maintain and improve civic, social and industrial, domestic and community life.

The only organized effort possible is through education dominated by public schools.

Private and parochial schools may serve special needs and desires of parents or churches. They may even be useful in promoting the efficiency of the public schools, but they will never be antagonistic to civic, social or industrial, domestic or community advancement, permanently.

Public school standards will always dominate but never domineer in principles and methods.

Primarily the problems of a democracy will be centred in its schools.

The schools, day and evening, regular and special, will prepare the children and youth of every generation to make a better democracy than the country has ever had.

Education, public, private and parochial, will never, to any appreciable extent, demote any standards of civic, social or industrial, domestic or community life. They will never for long walk backwards, for no one ever goes where he is looking when he is walking backwards. The only excuse for democracy is the fact that it is looking forward and going forward.

The problems of education are what and how and when to teach, who shall teach and how they shall be prepared to teach. These are the problems of a democracy.

A problem is something ahead, is something to catch up with. *Pro* (ahead) *Bellein* (to throw).

A problem is something to catch up with, and the teaching problem is likely to keep ahead of us forever. It is like chasing a rainbow. It is always a promise of better weather civically, racially, industrially, etc.

The rainbow always announces that the tempest is over. The rainbow is myriad prism, each making the spectrum of a lingering raindrop for the most glorious film that arches the heavens.

There may be plateaus on seeking the problem, but there is never a mesa.

Horace Mann made the first serious attempt to find the trail of the problem of public education in history. He started on the trail of the problem of teaching. He saw clearly that there would be no rainbow until the local tempests of prejudice, propaganda and graft were of the past.

The public confidence resulting from his famous legislative career with the comradeship of Samuel G. Howe, Charles Sumner, Edward Everett, Josiah Quincy, Rufus Choate, Edmund Dwight, John G. Carter, and every other public-spirited leader of the day, enabled him to put State Normal Schools on the trail of education in history.

In 1839 a Normal School was opened in Lexington and in Barre, and in 1840 in Bridgewater. Edmund Dwight gave $10,000, and the legislature appropriated $10,000, Josiah Quincy, mayor of Boston, gave $1,500, Charles Sumner gave $1,000, and others manifested interest in the state preparation for teachers.

Only three applicants applied for admission to the first State Normal School on the opening day, although there were several officials there to examine the applicants. There was no adequate appreciation of the opportunity to study the art of teaching, nor was there any demonstration of public demand for the service of teachers who had attended these special schools.

The Lexington school was soon moved to West Newton, and the principal was changed. The Barre school was moved to Westfield, and the principal changed. The West Newton school was moved to Framingham.

The Bridgewater school had a permanent build-

ing, and the principal, Nicholas Tillinghast, a graduate of the West Point Military Academy, who had also been a teacher in that Military Academy, was eminently successful from the first. There were enough students, enough demand for them as teachers, and they were successful enough to guarantee the permanence of the school at Bridgewater and the retention of the principal.

A highly important factor in the success of the Bridgewater school was the presence of men among the students.

There was no hearty public approval of the employment of women teachers except in the common schools for the teaching of little children to read, write and use number to a limited degree. Boston would not admit children until they could read. This was true for several years.

The teaching of the first things to little children was chiefly functioned at Lexington and West Newton. This has never been considered important.

Bridgewater, with its men students, paid little attention to the "first things," but did magnify the management of the schools.

Naturally teachers in cities did not take the school at Lexington and West Newton seriously, much to the annoyance of Mr. Mann, who, after his Fifth Annual Report, gave his attention largely to an attempt to educate the public to the importance of a right start in school.

So far as we know there has been no adequate attention to the cause of his crusade to eliminate the teaching of the alphabet. It was an effort to make a demand for women teachers in city schools. This was the real cause of the opposition of the men of the Boston schools, and there were only men in the principalships.

There were no grades in the schools. The grading was perpendicular and not horizontal. One half of a school was for learning what to know and the other half for learning how to use what they had learned.

A city school had a large hall where all the children studied, and on either side were small rooms where the children went to recite.

At one end of the study hall sat a master at his desk. At the other end sat an usher at his desk. The classes that went in to the small rooms on one side were in charge of the master. Those that went into the small rooms on the other side were in charge of the usher.

The teachers in the master's small rooms were men. Those in the usher's small rooms were sometimes women.

The term "principal" had not been born.

There was not a graded school in Boston until twenty years after Mr. Mann became Secretary of the Massachusetts State Board of Education. There was only one graded school in Boston when I first knew the schools of Boston.

No teacher in the personal charge of a Boston master taught any of the first things in a child's school life till nearly twenty years after there were normal schools.

It is impossible to have any conception of the excitement over the teaching of the alphabet without knowing the setting of the teaching.

The master did all the punishing. This was one reason why Mr. Mann made war on punishing in retaliation for the masters who made war on his crusade for women teachers learning a new method of teaching little children.

Mr. Mann wanted as many women as he could induce to come to Normal Schools and learn the new method of teaching children to read. If they came for a few weeks they were inoculated by the new professional bacteria, as we would say today.

The men teachers were all academically educated either in college or in a high grade academy.

There was no place for women to be educated academically. The idea of a woman going to school a few weeks at a time and after a time getting a certificate as a teacher was abhorrent to teachers, and especially to a Boston master. [COPYRIGHT]

The Inn

By JOHN PRESLAND

Friendship's an inn the roads of life afford,
—I speak to you in metaphor, my friend—
And there a tired man his way may wend,
And coming in, sit down beside the board,
Out of the dust and glare, and boldly send
For drink and victuals; haply cross his knees
And in the cool dark parlor take his ease,
And gossip of his journey and its end.
That's friendship; there is neither right of place
Nor landlord duties, just the short hour's stay
From the sun and weariness between those kind
And quiet walls; and when the road's to face
Stony and long again, we take our way
Keeping that respite gratefully in mind.

—Exchange.

Curiosity in Education and Progress

By FRANCIS ROY COPPER
Northern State Teachers College, Marquette, Michigan

CURIOSITY, the desire to want to know, is one of the most essential factors in education. For as long as a person has an appetite for knowledge he will learn. A normal curiosity is one of the greatest assets a child can bring to the schoolroom, for only to the inquiring mind does enlightenment come. This desire to want to know must not be crushed to atrophy.

Curiosity is a kind of wonder. When Jane Taylor wrote the lines:—

> "Twinkle, twinkle, little star,
> How I wonder what you are,
> Up above the world so high,
> Like a diamond in the sky,"

she stated the fundamental basis of all science. For had men not wondered about the stars there would be no science of astronomy today. Wonder led to increase in our geographical knowledge. For example, the discovery of America came about because Columbus wondered if a western route would not lead to the East Indies. A hypothesis is really a kind of wonder. The circumnavigation of the globe by Magellan was largely to test a hypothesis regarding the shape of the earth. Likewise the invention of the aeroplane by the Wright brothers and the invention of the steamboat by Fulton grew out of desires to test certain hypotheses. Curiosity has been a prime factor in all the great quests of history. Really all advancement has come about because someone wanted to know something and attempted to find out.

A child as he grows physically and mentally, finding his present store of knowledge unsatisfactory in that it handicaps him in every way, sets about to increase his stock of information. At first he is likely to follow the path of least resistance and ask someone who is older and richer in experience the things which he wishes to know. Later he does not depend so much upon this method, but he also seeks his answers from books, things, and nature. This procedure requires more effort, but its dividends are very great.

Literature presents nicely the practical operation of curiosity. In "The Song of Hiawatha," by Longfellow, the little Hiawatha at first when his knowledge was very limited depended largely upon Nokomis, rich in wisdom, for his information.

> "At the door on summer evenings,
> Sat the little Hiawatha;
> Heard the whispering of the pine-trees,
> Heard the lapping of the waters,
> Sounds of music, words of wonder;
> * * *
> Saw the moon rise from the water,
> Rippling, rounding from the water,
> Saw the flecks and shadows on it,
> Whispered: 'What is that, Nokomis?'
> And the good Nokomis answered:
> 'Once a warrior, very angry,
> Seized his grandmother, and threw her
> Up into the sky at midnight;
> Right against the moon he threw her;
> 'Tis her body that you see there.'
> Saw the rainbow in the heaven,
> In the eastern sky the rainbow,
> Whispered: 'What is that, Nokomis?'
> And the good Nokomis answered:
> "Tis the heaven of flowers you see there;
> All the wild-flowers of the forest,
> All the lilies of the prairie,
> When on earth they fade and perish,
> Blossom in that heaven above us.'
> When he heard the owls at midnight,
> Hooting, laughing in the forest,
> 'What is that?' he cried in terror;
> 'What is that,' he said, 'Nokomis?'
> And the good Nokomis answered:
> 'That is but the owl and owlet,
> Talking in their native language,
> Talking, scolding at each other.'"

In these few lines the poet has vividly pictured one of the age-old methods of learning—childhood sitting at the feet of Age, asking questions and growing in intellectual comradeship. In the writer's opinion, this is one of the most beautiful of human relationships, and is typical of one of the ways in which learning has taken place in all ages past. One thing which is especially worthy of our notice is that Nokomis never seems to tire of Hiawatha's questions, but answers them all with kindly patience to the satisfaction of the child.

Reading on in the poem, we see that Hiawatha was not long satisfied simply to ask Nokomis questions, but soon began to investigate on his own account, learning from birds and beasts their language and secrets:—

> "Then the little Hiawatha
> Learned of every bird its language,
> Learned their names and all their secrets,
> How they built their nests in summer,
> Where they hid themselves in winter,
> Talked with them where'er he met them,
> Called them 'Hiawatha's Chickens.'
> Of all the beasts he learned the language,
> Learned their names and all their secrets,
> How the beavers build their lodges,
> Where the squirrels hid their acorns,
> How the reindeer was so timid,
> Talked with them whene'er he met them,
> Called them 'Hiawatha's Brothers.'"

Why did Hiawatha learn all these things from nature? Not because he was driven to it, but because *he wanted to know,* and was willing to pay the price in time and energy to find out.

What Hiawatha learned through his own efficient efforts was similar to what the lad in Whit-

tier's "Barefoot Boy" learned through his own initiative. Among the many things which this boy learned are the following:—

"How the tortoise bears his shell,
How the woodchuck digs his cell,
And the groundmole sinks his well;
How the robin feeds her young,
How the oriole's nest is hung,
Where the whitest lilies blow,
Where the freshest berries grow,
Where the ground-nut trails its vine,
Where the wood-grape's clusters shine,
Of black wasp's cunning way,—
Mason of his walls of clay,—
And the architectural plans
Of gray-hornet artisans!—
For eschewing books and tasks,
Nature answers all he asks,
Hand in hand with her he walks,
Face to face with her he talks,
Part and parcel of her joy,—
Blessings on the barefoot boy!"

We see that this barefoot boy was really getting a liberal education of the great outdoor life because *he wanted to know* and was willing to pay the price in personal effort to find out.

In the story of "Ben-Hur" we find a young man greatly perplexed seeking information from one who was older and richer in experience. After Ben-Hur's conversation with Messala, the Roman, he asks his mother many questions that puzzle him concerning the relative positions of the Roman and Jewish races, and especially concerning his own rights and privileges.

[1] "And now, O my dear mother, I would know with more certainty if there be just ground for the Roman's contempt. In what am I his inferior? Is ours a lower order of people? Why should I even in Caesar's presence, feel the shrinking of a slave? Tell me especially why, if I have a soul, and so choose, I may not hunt the honors of the world in all its fields? Why may I not take sword and indulge the passions of war? As a poet, why may not I sing of all themes? I can be a worker in metals, a keeper of flocks, a merchant, why not an artist like the Greek? Tell me, O mother—and this is the sum of my trouble—why may not a son of Israel do all a Roman may?"

We note that there are packed into this short paragraph nine pertinent questions. In this case the direct question seemed to be the best method for getting information for immediate use.

Children are sometimes more curious to know the fundamental things in life than are adults. In the poem "The Battle of Blenheim," the grandfather, old Kasper, is highly elated over the fact that years ago the English won a victory over the French at Blenheim, but when his little grandson questions him about the cause of the war, it is very apparent that he had never been curious about that point, and admitted when forced by the lad that he did not really know.

Much has been written about how the child's questions should be treated. There is no inflexible rule in this matter; circumstances should determine the procedure. Some of his questions should be answered fully and at the time they are asked, while others should be answered only in part. He should be led to see that he can discover the answers to many of his questions by reading, observation, and investigation. He should be led to feel a sense of mastery when he makes a book yield its secrets to him, or nature reveal her hidden laws. Whatever disposition is made of his questions he should be taken seriously and be encouraged to continue his search for knowledge. There is great advantage, however, in answering a question at the time it is asked, for when a child asks a question it is an indication that he wants to know, and when he wants to know is the psychological time to teach him. The intellectual iron is then hot and the teacher should strike. A child should be encouraged to ask intelligent questions, for a good question is half of knowledge.

If the question on the part of the child is of so much significance as indicating his curiosity, why can it not be used to great advantage by teacher and parent in stimulating his curiosity? A good question focuses thought and arouses interest. Socrates, a master teacher, made great use of the question method in teaching. A scientific experiment is really only asking nature a question.

Both teachers and parents have an excellent opportunity to foster the right kind of curiosity and discouraging the wrong kind in children. This, of course, requires much patience and tact. Parents can do much in this matter by surrounding the child with a rich environment and by maintaining a sympathetic attitude toward his interests. Teachers can arouse curiosity by the wise use of questions and by the skillful use of problems and projects.

In fact all the school subjects lend themselves nicely to the furthering of curiosity. One of the great principles in teaching is to keep the spirit of curiosity alive and functioning in the right direction. In speaking of curiosity[2] Dewey says that it is the task of the teacher "to keep alive the sacred spark of wonder and to fan the flame that already glows."

1. Wallace, Lew, "Ben-Hur," p. 102.

2. Dewey, John, "How We Think," p. 34.

There are STILL thousands of communities similar to the settlement on the Rapidan, where Hoover encountered families of colonial descent utterly unaware of facts and conditions long familiar to the youngest primary pupils. —Herbert Kaufman.

Do College Students Need More Guidance?

By MARGARET BELL, M. D.
Professor of Physical Education
Physician to Health Service
and Director of Physical Education for Women

I DO BELIEVE there is need for more student guidance. By guidance, I do not refer to paternalism.

First, every college student needs intelligent guidance in the election of his academic program. By college age, a well prepared student should have a good fundamental background, in the pursuit of which he has developed a distinct intellectual interest in at least one field of study. His college work should be built up around this interest. This should not mean, in any case, that the cultural backgrounds that underlie professional interests will be neglected. The adviser's objective is to demonstrate to the student convincingly, not only the necessity for complete ground work in his chosen field and its correlated fields, but to encourage him from the first in the acquiring of a satisfying avocation. One of the greatest weaknesses of American education is the failure to develop attitudes that demand a constructive, satisfying use of leisure time. This type of guidance is not unlike the guidance that is given by our faculties to the candidates for higher degrees.

The next suggestions apply to the college student of today, and the hope would be that in the course of a decade or two, with the present change in attitude in pre-school, elementary and high school programs, this type of guidance will have been outgrown. In expressing the pursuing ideas, it is fully realized that by college age the individual is well established in certain behavior attitudes, and that the proportion of converts to any new set of habits will unfortunately be small. When the advance of science in the fields of prevention and health is conspicuous as it is today, college students who have been exposed to the scientific facts concerning efficient living should be successfully motivated. A student should understand that an effective life depends on the realization of the full potentiality of his organism. The ideal of a complete and full development of mind and body should be established. To accomplish this ideal, he must understand his body mechanism: First, from the developmental point of view; and, secondly, from the point of view of maintenance. If higher education is to be justified from an economic angle, our best educated leaders must function at capacity over a longer period of years.

From a social point of view, granting that society is arranged along correct lines (I do not know that it is), I see no advantage in young women assuming the attitude of men in matters of sex. It would seem (granting that our present social organization is to stand), that the tendency to develop a double standard will only double the problems of today. In making this attitude clear to the present generation it is best to encourage the woman to carry the responsibilities for certain social standards. It is logical to give this responsibility to the woman, since all tradition and training have left her sex in the least exposed position.

I am not prepared to discuss spiritual inspiration, but spiritual inspiration and idealism seem to be lacking in the modern youth. How this question is to be solved is beyond me. The only possible suggestion would be that during college years every opportunity to expose the students to men of lofty conviction should be sought.

By V. C. COULTER
University of Wyoming, Laramie, Wyoming

BEYOND question, they do. That is what teachers are for. Many students come to college with the vague hope that they may find guidance—guidance in their efforts to understand something of themselves and of their fellows, guidance in the necessary adjustments to human living, the guidance of a brilliant light upon the road, not of a compelling hand upon the wheel.

They need guidance in methods of intellectual work. The average student is not fifty per cent. efficient because he does not know how to work. I spent some years in useless activity and other years of work at low efficiency, largely because at no place in my undergraduate or in my graduate work was there the needed guidance in method.

They need guidance in their efforts to evaluate the various offerings of the curriculum. Most students enter college with their attitudes set for or against the various departments as the result of their like or dislike for their high-school instructors. This premature crystallization needs to be made fluid again by a free discussion of the whole question of education.

They need guidance to enable them to see the various elements of our present culture with the tolerance of proper historic perspective. Much of the cynicism of the younger intelligentsia is the result of ignorance of social evolution.

They need guidance into contact with the best that is being thought today. The pathetic intellectual provincialism of most students is not their own fault. Their consciousness is constantly bombarded by vulgar and superficial thought. Most students have never in their lives talked a half-hour with one conversant with the best in modern intellectual life. It is the province of the teacher-friend to guide them to the quieter

and more profound phases of our culture.

This kind of guidance youth has always needed, and has often found it in his teacher. When the teacher ceases to be a philosopher and becomes a drill-master, the student finds himself adrift.

Is this what the question implies? If so, the answer is clear. If it implies a need for guidance into a vocation on the basis of a careful analysis of the social need and the financial and personal returns, then the answer may still be affirmative. If it implies more interference with the individual choice of vocation—more he-can-make-a-success-as-a-ribbon-clerk-but-not-as-a-peanut-broker kind of stuff—NO!

Equalizing Opportunity

By KATE V. WOFFORD

County Superintendent, Laurens, S. C.

PUBLIC money is appropriated for the education of all the children of all the people. Our public school system is founded on that principle, and happily no politician has yet been able to find a substitute "just as good" for it. The elementary school's share in the public money is every dollar necessary to meet the best possible educational needs of all children. At present the elementary school is the only school that attempts to serve all the children of all the people. The high school does not do it, and the college makes no pretense at meeting the needs of any but the selected and elected few.

Before the advent of Horace Mann, elementary schools were known as common schools, and they were expected to do no more than to serve the common needs of children. Anything beyond those common needs was supplied by individual parents. The elementary school of today, if it is to serve the Democracy that created it, should be the common school of other days. It should be literally the school of the people. Not only is the elementary school a place where children are taught the fundamentals in education, but because it serves all the children, it should be widened and deepened to include the whole life of the community.

Historically and sentimentally the elementary school is the only school for which the people are solely responsible.

The high school, designated as such, is only a hundred years old. We have been pleased to refer to it as the People's College, and though this term was given in affection, it may in time become a rebuke. There is no denying the fact that professionalists have been busy promoting a public school aristocracy. It is less than ten years since professional specialists would admit that an elementary school principal should receive the same salary as a high school principal. It is now a question of debate whether the elementary school teacher needs as much training as the high school teacher. There is lively propaganda now going the rounds, ranking high school teachers by their graduate degrees to distinguish them from elementary teachers with bachelor degrees. Many superintendents say frankly that a single salary schedule for elementary and high school teachers is not only impossible but absurd. Certainly it is difficult because of tradition to agree that the teacher of a sixth or seventh grade elementary school who only teaches the fundamentals of reading and writing should receive the same salary as the high school teacher who is industriously polishing away at a prospective college student. Bound as we are by traditions, however, there are a few of us who believe that those who instruct young children in the miracle of interpreting the magic symbols of letters and figures are as important as those who lead them in later years through the intricate maze of French irregular verbs.

Practice does not give the teacher of the first twelve years of the child's life the credit. The elementary teacher, except in certain progressive districts, does not receive the same salary. Neither does she work as a general rule in as well planned and well-equipped building. She is told that she is not as important, and as a general rule she believes it.

The elementary school has no quarrel with the high school, nor with the discrepancies that exist between the two when the public money is divided. No one begrudes the superior building equipment and better-paid teachers of the high school; certainly no one would be foolish enough to suggest that the process of equalizing should be a leveling-up process all along the line. Almost all questions of equalizing of opportunities for children resolve into a question of finance. When once that has been solved, all other problems will be easier.

Equalizing educational opportunities in America is the superintendent's supreme task, successfully accomplished it can become the superintendent's supreme achievement.

They Say

PRESIDENT ROBERT MAYNARD HUTCHINS, University of Chicago:—

"Continue to pay janitors' salaries to college professors and you must be prepared to expect your children to receive teaching upon a level which will fit them to be janitors. . . .

"I've been told that no man should become a professor unless he has prospects of being self-supporting, either through marriage or otherwise, until he is forty-five years old. I can hardly regard with respect or approval professors who marry for money and teach for love."

GEORGE W. NORRIS, U. S. Senator:—

"The difference between barbarism and civilization is education. Tyrants cannot permanently rule an educated people. Ignorance is the mother of superstition and superstition is the domain of despots. Intelligence is the foundation of democratic government."

JOHN DEWEY, Columbia University:—

"Learning is experience; experience is learning."

DR. CHARLES A. McMURRY:—

"Mountain loads of novelties will not serve as a substitute for simple, plain, primitive justice, applied with an honest mind and with due respect to one's oath of office. . . . We need to recover our moral balance and to set up the reliable older standards of moral and social rectitude. That is the great *new* thing."

WILLIAM JOHN COOPER U.S. Commissioner of Education:—

"Five needs of the rural schools—a larger unit of administration; a new plan of school finance; a new system of distributing state funds; better trained teachers and better equipped staffs in state departments of education, and better supervision."

EDGAR S. JONES:—

"Automobile companies suggest that automobiles should be driven slowly for the first few hundred miles so that the 'car' will be adjusted for thousands of miles of transportation. This same basic idea is and has been a common characteristic in all successful endeavors, hence the necessity of giving unusual attention to the same theory in raising the standard of the common public schools."

FRANK D. BOYNTON:—

"Not one of the fifteen hundred new millionaires reported in 1927 was a teacher. Unless society can be led or driven into offering rewards for the training of its children more nearly comparable to those it is willing to pay to the makers of its automobiles, it must expect to see a large proportion of its finest potential teaching ability expending itself in business and industrial enterprise. Isn't it a fair question, even if disturbing to the established order, to ask: Are these material things more important than the training of youth in which is wrapped up the general welfare?"

GLENN FRANK, president, University of Wisconsin:—

"It is better for a student to learn a little wisdom than to learn any amount of knowledge."

ELIHU ROOT:—

"The signing of the Magna Charta was the greatest of all events in the political development of modern liberty."

C. E. PARTCH, dean, School of Education, State University of New Jersey:—

"A survey of workers in the different occupations shows that approximately ninety-seven per cent. of our population has to work for a living. We can avoid friends, religion, marriage, civic responsibility, income tax and opportunities for service, but we can't avoid the problem of how to make a living."

J. MACE ANDRESS:—

"The greatest single force in education is the classroom teacher. Building, grounds, gymnasiums, pictures, books and courses of study all play a part in the training of boys and girls, but none of them singly or perhaps all of them collectively have as much influence as the living teacher."

EARL C. MacINNIS, superintendent of schools, Jefferson, Wisconsin:—

"Any person who aspires to be a teacher may enter a training institution provided certain academic standards have been met. She may be lacking in initiative, emotionally unstable, bad-tempered, cynical, and sarcastic, but let her possess sufficient mentality to meet the scholastic requirements for graduation and she may receive a diploma entitling her to teach. In view of the importance of personality in the success of a teacher this factor should receive far more attention."

J. W. CRABTREE, Secretary, National Education Association:—

"More taxable income has already poured into one state than into forty others. The state in which Wall street is located pays one-third of all income taxes that are paid in the United States. Forty other states pay less than one-fourth the entire income taxes of the nation."

"Adult Education Growing Up"

UNDER the above heading one of the leading daily papers of New York in an editorial leader said:—

"People have begun to batter down the barrier that hitherto has kept education strictly mewed up within the years of youth and to make plans for its continuation throughout the period of maturity. Credit for the enterprise lies not entirely with modern initiative. Circumstances have made the path clearer than it appeared to our forbears. Society is beginning to understand that machinery, by multiplying the output of each individual, is intended to lighten the demands upon the industrial toiler. And with the increase of spare time come the cultural stirrings, the desire for a fuller and more balanced life and the demand to be taught how to put the new desires into effect.

"Nor is the industrial worker alone to benefit by throwing open the advantages of education to all ages. A wider public is beginning to clamor for it. Until recently, school education has in its higher forms been considered a more or less complete procedure, not for turning out walking encyclopedias of knowledge, but for laying the foundation for assimilating and appreciating new culture."

THE PURSUIT OF HAPPINESS

A Textbook in Civics

For Junior High Schools

By EDWARD MANLEY

This is a vital book, but in nothing else so vital in its presentation of the Constitution.

Not here is the Constitution "the part of the book in fine print which nobody reads." Here it is in the body of the book (Chapter VII) and in large print. It is, as it should be, the central fact of all. The analysis of it that follows is definite without being dry and legalistic, comprehensive without being bewildering, and leads to a clear understanding of our basic law and the fundamental importance of it.

The treatment of the Constitution is typical of the whole book. The questions at the end of chapters, like the questions on the Constitution, do not lose themselves in details, nor merely review and recapitulate the text, but get at the heart of the discussion. They are searching, sometimes self-searching, sometimes even startling. They not only stimulate thought — they make it impossible for the young student to escape thought.

Anything from the pen of Edward Manley is worth while.

BENJ. H. SANBORN & CO.

Chicago New York Boston

Interesting High School

[Editorial.]

THE Mesaba Range in St. Louis County, Minnesota, is highly modernized in every phase of public school achievement. The county administration is intensified to the limit. There is nothing more efficient in the country, and few approach it in any way.

The cities are equal to any in efficiency in the country. The school life and service in Virginia is a sample of every city in the Iron Range.

The superintendent, W. G. Bolcom, is primarily scholarly and professional. His personal library is one of the best that we know anywhere. For instance, he not only subscribes for and reads the Atlantic Monthly, but he has had it bound half-yearly for eleven years. He knows the best literature, but is highly discriminating in his reading.

The significance of this is the fact that his teachers are also discriminating in their academic reading and professional activities, and the spirit has passed on to high school students.

In proof of this we give the contests of the high school in the years 1926, 1927, and 1928.

In the following state contests among 275 high schools, the Virginia high school won *First Place*. Girls' state declamatory contest in both 1927 and 1928. Boys' state solo contest, 1926, Girls' state solo contest, 1927. State typing contest, 1928. Junior College football, state champions, 1927. Boys' state swimming contests, state champions, 1926 and 1927. Girls' state swimming champions, 1925, 1926, and 1927. State basketball tournament championship, 1927.

The boys' swimming team won second place in the national meet.

When one realizes that this is a working man's city, that it has fewer than 15,000 population, and is in a county bordering on Canada, which means far from centres of population, such achievements are fabulous.

The citizens are behind the schools, especially the high schools. The appropriation for the schools for the biennium is $1,274,259.

There are 136 teachers, of whom eleven have doctor's degrees from universities. Nine other faculty members were at universities last summer studying for graduate credits.

The teachers of the city paid into the treasury of the city association for the year 1928, $1,292 membership in the local, State and National Associations.

While in several respects Dr. Bolcom has a system of especial accomplishments it shows conclusively that we are living at a time when school systems are challenging one another to make records of high achievements professionally and in leadership of students.

Serious-Minded Youth

By ARTHUR DEAN

This is the sixth of a series of articles which present results of our Social and Moral Survey of Youth of High School Age.

THE QUESTIONS ASKED

The questions asked are too numerous to repeat. They dealt with youth's vocational interests and choice of a career. For example: 1.—Does your mother want you to become a teacher when you prefer something else? 2.—Have you been bitten by the aviation bug? 3.—Are you interested in becoming a private secretary? 4.—Do you want to know the possibilities in chemistry? What suggestions would you like if you show artistic ability? I closed with this question: "On what other vocation do you want advice? Name it and I will help."

MY COMMENT

Today we skip the customary "Some Typical Answers" because the typical answers actually turned through reader interest into typical questions.

I appreciate that carping critics of youth wouldn't believe me if I told them that during the entire survey I received more response from boys and girls about their vocational careers than from any other subject.

I really believe that the most serious minded humans in the world today are boys and girls. They are concerned about the future, about the attitude which others may take toward them, about the attitude which they should assume toward others, about their popularity, social etiquette and their psychological type.

Working girls who are stenographers are wondering how they may become private secretaries. Boys tell me how they have been so badly chewed by the aviation bug that they are ready to quit school tomorrow and take a correspondence course in this fascinating field. Girls want to write, to draw, to dance and to sing. They want to become fire wardens, detectives and police women. Boys want to know whether or not the law profession is overcrowded, how long before a young doctor has enough income to marry, the possibilities of electrical engineering, whether or not to take an advertised course in drafting. Girls tell me: "Mother wants me to be a teacher, but I want to be a nurse," or "Some day I want to be married and have a happy home, but meanwhile I want to have a real job and amount to something in the world," or "My brother is going to college, so why shouldn't I be allowed to go?" Both sexes ask: "Does a college education pay?"

Boys inquired: "What's the cheapest college because I must work my way?" "What are the chances of a boy getting anywhere if he goes into banking?" "What are the requirements for being a certified public accountant?" "Why not join the navy and see the world?"

Specific advice was given to each inquiry. The following general principles held good, however, in most cases:—

Follow your choice of a vocation. You may listen to your father, mother, teacher, pastor, and anyone else. But it's you who must live with your work, not they. Follow your own belief but base that decision upon a knowledge of what your chosen vocation has to offer and your own special abilities to meet its conditions.

Do not worry because a profession is overcrowded. Even a potato bugs knows there is always room for one more. Rich pickings, either for bugs or boys, are not in sandy Saharas. Where there is no bug or no crowd there is poor picking.

Go into aviation if your backbone is not a wishbone, and if your head doesn't go into a tail spin every time you try to think. The field is perfectly immense. But the big work will be done by those who standardize and stabilize the business as the railroads have become stabilized.

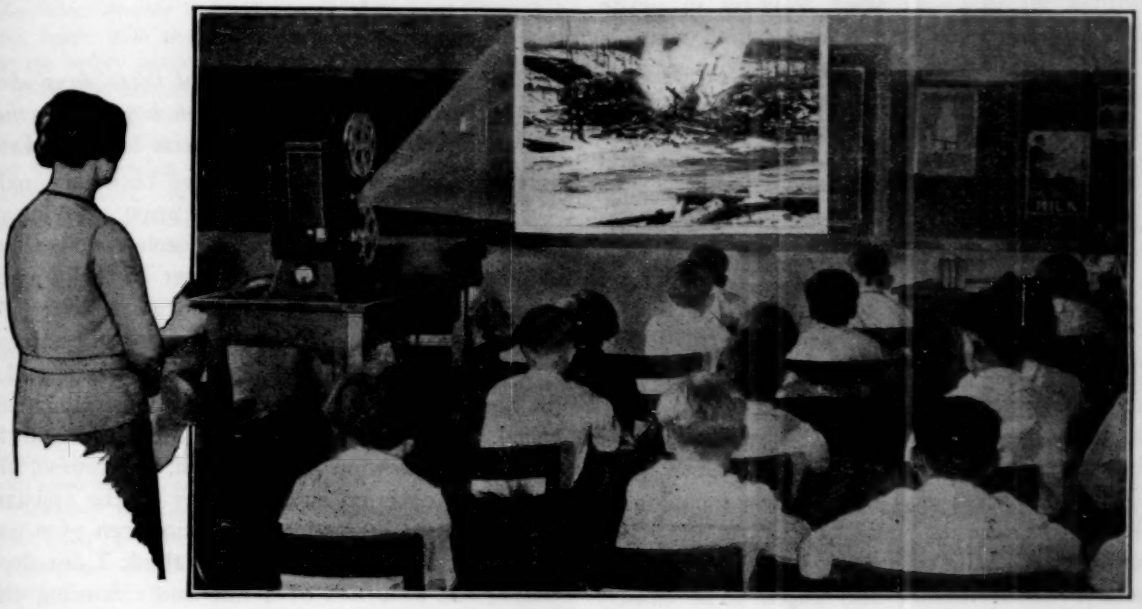
Musical and artistic inclinations are either vocationally or avocationally useful, depending upon one's ability. But don't forget that whatever one's regular vocation happens to be, ability to draw, paint, write, sing or play an instrument comes in mighty handy as a social asset. If you are really good at anything along an artistic line, push your training to the limit and earn your living at it. If you have some ability, but not extraordinary, use your artistic interest as an avocation and turn this interest toward living an artistic life, which is always a life of self-expression through creative work.

Do not waste time debating whether or not a college education pays. If you have something in your pocket, and still more and better, something in your head, go to college and get all there is out of it. If you haven't the cash, and if you cannot get it, thank heaven that you are alive and capable: make up your mind that you are going to do as well or better than if you had gone to college; that you propose to study from books at home, to attend night school, to learn while you earn, to watch the boss for points on how to work and not your fellow workers for hints on how to get out of work; and that you intend to keep your eye upon methods used by men and women who never stepped on a college campus but who got there just the same.

And let's not forget that "getting there" is not merely a matter of dollars. It's getting there with friends, reputation, respect of the community, honors coming from church, lodge or club, a home paid for, a family of healthy children and a help-mate, a hobby or two, an appetite and a digestion, and a feeling of satisfaction that the vocation you follow is a satisfying adventure.

Copyright.

This teacher has a new ally in her work

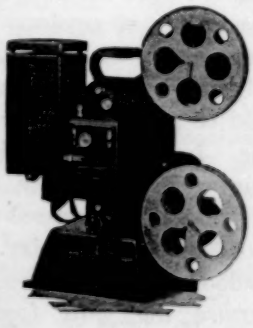


"NEWSPAPERS ARE MADE OF WOOD."

How astounding that idea is to a child! What a wonderful story it makes! And yet the newspaper, moulder of thought and action, is only one of many features of a complex civilization with which children should be familiar if they are to understand present day life.

Words cannot tell this story

How to bring this about? School days are short. No teacher, and no pupil, has time to trace these stories with the spoken or printed word. But *this* teacher has a new ally in her work. She simply steps up to a device near the back of her classroom and turns a switch.



This new ally does it

Immediately the story leaps to life on a silvered screen. Virgin forest, felling of trees, blasting a log jam, floating logs to the mill, pulp-making, paper-making, a press-room—finally the finished newspaper on a metropolitan news stand. All this is unfolded in a motion picture prepared specifically for classroom use.

In fifteen minutes—

In fifteen minutes the child *sees* more than he could *read* in fifteen hours. And this is done with safety and simplicity. All Eastman Classroom Films are made on sixteen millimeter *safety* stock. They are shown with the aid of Kodascope "A," an efficient projector which any teacher can operate.

Write for your copy of "The Story of Eastman Classroom Films." Eastman Teaching Films, Inc., Subsidiary of Eastman Kodak Company, Rochester, N. Y.

Eastman Classroom Films

Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

303. How soon should a spelling book be put into the hands of the pupil? (Georgia.)

Some systems put a book into the hands of the pupil as low as the last half of the first year, but most teachers think that is too soon, unless the situation is unusual. If your teachers in grade one and two have books, and understand what is expected in spelling in their rooms books can be put into the pupils' hands in the third grade with success. If your classes are small they can get along without them until grade four, but grade three is a very safe place to put in class textbooks in spelling.

304. Is education really alive? (Massachusetts.)

Part of it is alive, and too much of it is still dead. No one argues about physical education and healthy work being alive. When it comes to arithmetic and grammar it may be another story. What do you mean by being "alive" anyway? We hear that term used a great deal these days, and I wonder what and how much meaning is attached to it. Education is "alive" to me when it has some definite use and interest seen and accepted by both teacher and pupil. The "use" eliminates dead wood and "interest" brings activity. If these two measuring sticks are used as checks you will get "live" education.

305. In getting your children cared for in your health program what do you do with your touchy parents? (New Hampshire.)

Each is an individual case, and we handle them as such. Considering the community they are few, so this is easily done. As a rule the teacher tries her hand first. She is nearest to the child, and the parent usually does as the child says, so she wins the child, if possible. If not, the nurse or nutrition worker makes a home visit, gets the details and straightens out the matter. Sometimes the principal turns the trick, or failing she appeals to the general supervisor. Do we ever give it up? Very seldom. If necessary we use the church or other outside agencies, such as clubs or neighbors. Of course, this all takes much tact and patience. The case is studied carefully at the start and the best approach made in the beginning. There may come a time when in a case it is wise to "lay down" on it for a little while, but if your child is in need you never give up. Your duty does not end with the objection of the parent. There are times when we must find ways and means to help the child in spite of the parent. These cases are rare, but all that concerns us is the welfare of the child, and we must make it. If we need the protection of the law we should not fear to use it.

You need to get your "touchy parents'" confidence in your judgment and passion for service. If he believes in your sincerity and unselfish interest the rest is usually easy.

306. We are hearing a good deal these days about sacrificing teacher personality to method. Isn't it possible to emphasize both? (Mass.)

It certainly is possible to have both personality and method, and when you hear anyone saying you cannot have personality in a teacher and all the modern method and procedure set forth by educational science, you put a question mark after that person's personality, for the chances are he doesn't know what he is talking about or he is afraid of the checking up of science. This mysterious thing called personality put forth by teachers and lecturers in education (and which, of course, they always have) is no substitute for all the assistance which science in modern education can give us.

Don't misunderstand me and think I am depreciating the influence of a fine and charming character. I am not. We need all that in our leaders. But there is no quarrel between sympathetic understanding and intelligence tests, between a fine example in the teacher and the definitely planned practice of good habits or between the interpretation of beautiful literature and the scientific gradation of reading difficulties. In each case one supplements the other.

Today education is both a human and a scientific proposition, and you cannot do it by magic, however magnetic the so-called personality in charge.

307. Has a principal a right to ask teachers to go into the yard at recess? (Illinois.)

Yes, teachers should be required to go into the playground with the children. The safety as well as the growth of the pupils demands it.

Then it is good for them to get out in the fresh air away from the classroom viewpoint. If a teacher is not well enough to do yard duty, then, as a rule, she is not well enough to teach school. I do not believe she should be required to play with the children all the time. In fact, student leadership under teacher supervision is much better above the second grade, and the organized recess should always make provision for free play. The teachers need to go outdoors for their own good, and you cannot supervise the yard from the windows either.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Bottomless Kettle—I

There was once a master who wished to test the obedience of his servants. "Come hither," he said to his storekeeper. "See yonder kettle placed there over the bottomless well? See, also, yonder heap of nails? Fill the kettle with the nails and bring it to me before sundown."

Now the storekeeper was an earnest man and one who loved his master well enough, but who prided himself on the possession of good common sense. "There is something queer about this command," he said. "I shall examine the kettle before I throw in a nail. Ah, ha!" he said as he looked into the huge iron pot, "I thought so, —there is no bottom in it. Any nail I throw over its edge will assuredly be lost in the well bottom. So saying he strolled away and amused himself till sundown. When the master came he found the storekeeper sitting on the well curb with a smile on his face.

"Master," said he, "I have saved your nails for you by disobeying your commands." At his words the master frowned and dismissed him with a wave of his hand without so much as saying a word. When he was gone the master called the vizier. "Friend," said he, "fill the kettle there full to the brim with nails. I shall be here at sunrise to observe your work." The poor vizier looked into the kettle and noted its broken bottom. "What madness is this?" he asked himself. "The master commands a senseless thing. What a fool I would be and what a laughingstock to labor all night throwing nails into a bottomless iron pot. Rather than do so I shall resign my job and retire to my seven acres and my vineyard." So it happened when the master came at dawn he found only a servant to tell him of the vizier's departure.

Again the master frowned, then he called to him the commander of his army and said: "You, at least, have been trained to obedience. Fill yonder bottomless kettle with nails from that heap beside the well."

"Sire," said the commander of the army, "that task is impossible. You command what cannot be done."

"Have you no faith in me?" asked the master sadly.

"I have more faith in my own experiences," said the commander.

"Then," said the master, "you can command my armies no longer. He who trusts to his own experience in the face of the superior wisdom of another is not one to take cities or win victories for his state."

(To be Continued.)

The Bottomless Kettle—II

When the commander had bowed and gone, the master called his jester to him. "I am sad," he said. "Now I know that my servants have no confidence in my wisdom and prefer to trust to their own ignorance rather than obey me."

"Sire," said the jester, "all my life I have made fun for you. All my life you have played tricks upon me. I do not complain, for it is my task to amuse you, but this time let me be serious. Let me fill the bottomless kettle from that heap of nails."

"Do you believe it can be done?"

"Since you command it," said the jester, "I believe it can be done."

"And suppose the first handful falls clattering into the well below?" asked the master.

"I shall, then, throw in another and another until the well itself is filled up to the level of the kettle's top."

"That could never happen," said the master, "for the well itself is bottomless."

"Then," said the jester, "I shall continue until your supply of nails is gone to the last one."

"Friend," said the master, "your faith pleases me. Send for the storekeeper, and the vizier and the commander of the army. I would have them look on while you labor."

When all were present at the command of the master, the jester picked up his first handful. He tossed the nails quickly into the kettle. They rattled noisily against the iron sides. To the amazement of all not one fell through the open bottom into the well. The jester smiled as he lifted his eyes to the master. Another handful and another followed until the kettle stood heaped up and overflowing.

"Master," cried the storekeeper, and the vizier and the commander of the army, "Forgive us for lack of faith."

The master smiled and held out his hands to them.

"My friends," he said, "I forgive you, but my honors are for this jester whose faith was greater than his reason."

And so a legend sprang up about the bottomless kettle and the heap of nails, and men journeyed from far and near to see this wonder, and little by little the heap of nails disappeared through the hole in the bottom of the kettle into the well below. And the deed of the jester became a marvel, until, long years afterwards, an electrician found, in the master's study, a huge circular magnet that fitted exactly the broken lower rim of the bottomless kettle.

The Unexpected Happens—I

Today I am going to tell you a rather gruesome story. My authority for the idea is Robert Louis Stevenson. As a usual thing I do not like to bring into the range of your vision anything but beautiful and inspiring pictures, but evil does exist around us, and we would be foolish to shut our eyes to it and then permit it to gain an advantage over us.

Once in far-off Samoa two brothers, who were very dear to each other, lived together in a little thatched hut on the very edge of the lagoon. When they fished, one boat carried them dancing through the booming surf and when they picked fruit one banana tree filled both baskets. While they were not twins, people came to look on them as such and never invited one to a feast without expecting the other.

Now there was a queer custom in that country which demanded that every man should at some time or other capture an enemy, cut off his head and bring it home for the whole village to admire. The two brothers had been so busy fishing and picking fruit that they paid no attention to the old custom until, one day, a young girl stopped them and laughed at them as a pair of cowards.

That night when the evening meal was over the brothers sat cross-legged before a low fire made of cocoanut husks and talked.

"Brother," said the eldest, "the girl's words are true. We have not observed the ancient custom."

"But I have no enemy," said the younger, "and besides I dislike shedding blood."

"That is true," said the other, "but you know how it is. The people of the village expect this of us and we must follow the custom, even though we know it to be bad."

"I suppose you are right," said the younger man. "Let us blacken our faces with the soot of the cocoa-nut husks and take our spears and go to the village at the other end of the island and slay the first two men we see. After that we shall live in peace with all men and kill no more."

"Yes," said the other, "that is the thing to do, if we are to live here.

Come! Let us go now. You make the circuit of the shore to the north and I shall travel to the south. In this way we shall attract less attention and be more sure of attaining our ends."

So saying the brothers rose and taking a vessel full of burnt shell, went each his own way with a promise to meet again at dawn in the same spot.

(To be Continued.)

The Unexpected Happens—II

When dawn arrived, only the elder brother sat beside the cold gray embers of last night's fire. By his side lay the head of the man whom he had killed.

"My brother is slow of foot," said he anxiously, as he watched the slow cycle of the beach run with a feathery edge of foam until it mingled with the sky.

"If he does not come within an hour, I shall set out to find him, meanwhile I shall wash the black soot from this head and get it ready to show to the chief, and all the other young men."

So saying the elder brother took the head and went down to the beach and washed it carefully in deep water. When he lifted it up to the sunlight, he gave a great cry of grief and cast it from him. It was his own brother's head.

Robert Louis Stevenson finishes the story for us. He says: "When I last heard he was sitting in his house, with the head upon his lap, and weeping. Barbarous war is an ugly business; but I believe the civilized is fully uglier."

I wonder if there is not another meaning hidden in this dreadful tale; I wonder if the wickedness we plot against others does not usually fall at last upon our own necks or the necks of those dear to us!

The Mole and Mercy

Last night as I sat reading in front of my fireplace I noticed my little dog looking intently out into the darkness through the French window that leads into an enclosed garden. After a moment or two he began to whine and tell me that he wished to go out. Of course I opened the door for him, becoming for an instant a doorman in the service of his majesty, the dog. I had no sooner begun to read my book again when I heard a queer, steady chirping sound. At first I thought it was a cricket on my hearth. What fun, I thought, to have a real cricket, in real Dickens style, chirping his cheerful melody close to the warmth of my burning logs. Just then I heard the short, sharp hunting call of my little dog. I know that sound well. It always says: "Come on! Hurry up! I've got a bear up a tree, or here's a squirrel we caught if you will climb for him, or Look, Look! See what a fine fat toad I have for you."

I knew then that Pats had something cornered and that unless I moved quickly he might do it some harm.

When I opened the door I saw Pats, nose down in a bunch of snapdragons from whose depths came the frightened chirping. I seized the dog by the collar and drew him back just as a little mole darted between our feet in a frantic dash for some stones nearby. When I was very certain the mole was beyond harm I released Pats. Instead of rushing over to the rocks the knowing little fellow sat back on his haunches and looked up at me, as much as to say: "You humans are beyond understanding. Here I go and find a dinner for you and you come along and haul me off and let it escape."

From Pats' angle I suppose such dog logic is correct, but there is something within the human breast that is mightier than reason,—the quality of mercy from which so many, many blessings flow.

I sometimes think if I were asked to define the difference between animal and man I should say, man, and man alone, is capable of showing mercy to the unfortunate. Mercy, therefore, must be a golden step by which the spirit mounts towards God.

Unusual Christmas Gifts for Children

Little Folk's Library

First and Second Series

Each { **12 books, boxed** / **$2.00 postpaid**

Colorful small books of children's literature for six - to - eight - year - olds, profusely illustrated.

Send for further information to

NEWSON & COMPANY

73 Fifth Avenue, New York
2500 Prairie Avenue, Chicago

TRESSLER'S

English in Action

Book I and Book II

A thoroughly motivated high-school course

Exhaustive treatment of letter-writing. Emphasis on the business letter. All types of social letters included.

Speech of major importance. Chapters on Conversation, The Voice and all phases of English speech.

Precis, Reports, and *Examinations.* Training in these important phases.

Publication. Writing for the newspaper, school publications, etc.

Short Story. Treated within the range of the high-school student's ability and needs.

Paragraph building. Painstakingly treated with numerous exercises.

D. C. HEATH AND COMPANY

Boston New York Chicago Atlanta
San Francisco Dallas London

EDUCATION IN ACTION

Legislation For Adult Education

One of the important features of educational legislation in recent years consists in providing means for adult education, according to the Office of Education, Department of the Interior. The first enactments after the war for this purpose were prompted and characterized by a feeling of necessity for educating adult immigrants in the principles and ideals of our democracy and in the use of the English language. Laws relating to adult education were passed during 1927, in Arkansas, Connecticut, Delaware, Florida, Illinois, Nebraska, and Rhode Island. The name of "The Arkansas Illiteracy Commission" was changed to "The Arkansas Adult Education Commission." An enactment of Florida provided for the establishment of public evening schools, elementary and high, as a branch of the school system which shall be available to all residents, native or foreign-born, who are unable to attend any public day school. Illinois authorized school boards to establish classes for adults. A Nebraska act authorized school boards to expend money for conducting schools and classes in school buildings, industrial establishments, and other places for giving instruction to foreign-born and native adults and minors over the age of sixteen. Rhode Island authorized the state board or local committees of any town to establish and maintain classes for persons over sixteen years of age who cannot read, write, or speak the English language; and provided that such classes may be held in homes or other suitable places.

Current Definition Of Teacher Training

In round numbers, 1,000,000 teachers at the present time are required to instruct something like 32,000,000 children and adults in the classrooms of this country. In a great variety of ways and to varying degrees of completeness these teachers have all been "trained" for their work. In general practice, a graduate of a two-year normal school or a teacher with equivalent training, with one or more years experience in teaching, will meet the standards for the elementary schools of the average American city at the present time. In the average rural elementary schools a high-school graduate with a year's additional work in education and academic subject matter is commonly accepted as a trained teacher. In most colored elementary schools the requirements are still lower. In the colleges and universities a trained teacher may possess varying amounts of academic or technical training ranging from one to three years graduate work, but typically, training in professional education is not required. Ideally, a teacher should be at home in all the common fields of human knowledge. Preeminently, he should be in the finest sense a person of culture. Teacher training as currently defined consists in the provision of opportunities for a prospective teacher to acquire the requisite body of knowledge, the professional attitudes, the teaching skills, and the capabilities for future growth which are demanded by the specific requirements of the position to be filled.

High Schools Plan Aviation Courses

Classes in commercial aviation are to be given in the high schools of California in the near future, and many other states are expected to adopt this "progressive educational move," according to a statement by the aeronautics branch, Department of Commerce. The state curriculum committee recently adopted an outline of study for a course in commercial aviation as recommended by the advisory committee.

Poor Student Pedals 400 Miles, and Wins

William Buckley, a part-time evening student of the Burnley Municipal College, Sheffield, England, passed the matriculation examination of London University in circumstances of great difficulty. Unable to afford the expense of the railway journey from Burnley to London, Mr. Buckley cycled there and back—nearly 400 miles. His slender resources did not enable him to engage lodgings for the whole of the examination, so one night he slept under a hedgerow, and on another he rested in Euston Station, after he had been turned away from two others because he did not possess a ticket. Mr. Buckley passed the examination in the first division, an honor that has fallen to only seventy of the 2,000 candidates.

Teachers Strike For Pay in Arrears

After being on strike for a week and two days, the 143 school teachers of Plains township, a suburb of Wilkes-Barre, Pa., returned to their classrooms. The teachers resorted to the strike to enforce their demands that five months' salaries in arrears be paid. While a majority of the people of the township sympathized with the teachers in their grievances, parents in general were up in arms because of the walkout. The school board said that the action of the court in cutting in half the school tax assessment on coal lands, left it without funds to pay the salaries. The school board threatened to declare the places of the striking teachers vacant unless they returned to their posts. The teachers replied with a mandamus proceedings to compel the board to pay the back salaries. A committee of citizens, however, succeeded in reaching a compromise with the result the teachers agreed to open the schools and drop the court proceedings and the board promising to work out some solution of its financial difficulty.

Students Reject Anti-Semitism

Another defeat for the reactionary Deutsche Studentenschaft, the unofficial organization of German college students, which claims the right to speak for university youth as a whole, although it was deprived of its official status in 1928 by the Ministry of Education of Prussia, is registered in a Berlin dispatch to the Jewish Telegraphic Agency. At a conference of students belonging to the German People's party held in Berlin and attended by representatives of groups in fifteen universities it was decided to secede from the Studentenschaft because that organization persisted in refusing to eliminate anti-Semitism from its program. There is already a large fraction of German students, embracing Socialists, Communists and Democrats, outside the Studentenschaft.

Plans Study Of Indiana Schools

A commission to study the Indiana school system has been appointed by Governor Harry S. Leslie in conformity with a resolution of the 1929 general assembly. The commission will study the number, condition, organization, control, maintenance and general efficiency of the joint and consolidated school systems of the state. A report will be published in 1930. The body is asked to codify and correlate existing laws applicable to the school districts and suggest other needed legislation.

College Dean Bans Smoking by Women

Smoking by women students will not be allowed at Washington University, St. Louis, Mo., Dean George W. Stephens has announced in a reiteration of a long standing faculty ruling. Speaking before a meeting of the members of the campus sororities, the freshman dean declared the rule would be enforced at all university social functions as well. Although the ban against smoking by women on the campus and in sorority houses has been observed, Dean Stephens said he wanted to "clarify the uncertainty in the minds of some students as to what the university officers are expecting from them."

Inquires Into School Assessment

The New Jersey State board of education has ordered an investigation of the fee of $10 assessed upon students in the normal school, according to John P. Murray, member of the board. Mr. Murray declared the charge unwarranted since it is imposed for extra-curricula activities. The assessment came to the attention of the board through a school publication in which it was explained that the money was collected for the support of athletics, school societies, student bands, papers and similar student activities.

School Is Place To Curb Crime

Use of the public school system, through a strong program of "constructive education" to correct criminal tendencies of the younger generation, was urged by Frank Cody, superintendent of the Detroit public schools, in addressing the seventy-fifth annual meeting of the New Jersey State Teachers' Association. "Only through socialization of the American school system," Mr. Cody declared, "can we expect to combat the wave of lawlessness that has swept this country. We are filling our prisons with boys, some of whom, still in their early twenties, have been in prison several times. Our problem is to dissuade these youths from the life of crime. The school is the only means of keeping hundreds of potential criminals out of the penitentiary. Get the boy or girl into school at an early age, keep him there and our prison population will decrease."

Bright College Years Lose Leisure

College students are not the leisure class pictured by many movies, magazines and books. That is shown by a recent survey made by the Office of Education. According to their figures, in 763 colleges 84 per cent. of all the students were earning part or all of their expenses. This large percentage is attributed to two causes: the growing democratization of colleges, and the increased cost of a college education. More students are willing to work, and more of them find it necessary to do so. One of the most extraordinary ways in which a student earned some of his college expenses was standing guard over a corpse. The family of the deceased was either unwilling or unable to perform this duty and a college man was obtained. A natural trend for the student seeking part-time employment is to look for a position in line with what he is studying. When he is successful in finding such a place his college work not only does not suffer, but is given an added value.

School Tax On Cosmetics Urged

"The betterment of the rural school is a vital problem," declares John H. Hammill, governor of Iowa. "The rural school, too frequently, has not had adequate financial support. There is good reason for this in sections of the country where farm property has had a low valuation, where the land was sparsely settled, or covered by heavy mortgages. As these conditions have gradually disappeared, the school has shared to some degree in this prosperity; but not fully. More money for support of schools should be provided by state aid where other funds are not adequate. It may be added that state aid to schools has proven a wonderful incentive in local communities to become more liberal in their support of schools. I would suggest that the school fund might be increased from a tax on cosmetics, tobacco, soft drinks, gum, and other articles considered as nonessentials. All are paying large dividends, and a portion thereof could well be turned into the state school fund. We are of the opinion that an increase of taxes on farm lands should be avoided if possible."

Exams of 1853 Found Simple Today

Two hundred selected pupils in the pre-high school grades in the city of Boston, who recently took the examinations for admission to high school in 1853, passed them with flying colors and gave a group of pupils who took the same identical tests nearly seventy-five years ago, a decisive beating. The boys and girls of 1929 scored a clean 100 per cent. in the tests. Of the twenty who took the examination in 1853, eighteen, or eighty per cent., passed. Thereby they proved that the school children of the present day are fully as smart, if not smarter than, and quite as well equipped, as those of that bygone generation, who, if living, are now gray-haired grandfathers and grandmothers. What is more, the pupils of 1929 triumphed gloriously in the "Three R's," which, pessimistic critics have been asserting for no one knows how long, are things unknown nowadays, subjects which have been superseded by "fads" and "frills," superfluous and worse. Another highly interesting fact disclosed by this comparison is that the boys of the present day put it all over the girls. In all three subjects taken—arithmetic, grammar and geography—the boys had all the best of it.

Haitian Pupils Want More Pay

Students in Port-Au-Prince, Haiti, of the National law school and of the school of applied sciences, the latter being a private institution, walked out recently in sympathy with striking students of the agricultural school. Authorities were generally puzzled as to the exact cause of the students' strike. Those in the government schools are receiving free tuition and limited scholarship funds. They at first refused to do school work for pay, but now they demand additional payment for the privileges of receiving an education. The agricultural school was ordered closed by the minister of education, M. Bouchereau. Student organizations of Santo Domingo sent communition to the strikers pledging them support. There has been no disorder.

Get Warning On Study Abroad

Foreign degrees are not nearly so important, if the student expects to teach, as a master's or doctor's degree from one of the universities here, according to Professor Marjorie Nicholson, acting dean of Smith College, who spoke on graduate study to a group of vocational guidance students. Dean Nicholson said that going abroad to study often was dangerous because students usually know nothing of foreign institutions, and in some cases they find they are not wanted because their particular training does not permit them to fit into the system. "There is too much romance attached to foreign study and frequently it is merely an excuse to spend a year abroad. It has a good deal of disillusion and unhappiness in store for the student who goes for romantic rather than serious reasons," she declared. The dean sounded three warnings to students concerning graduate work. The first was that graduates must not expect much social life because undergraduates do not include them in their activities and the whole emphasis of the graduate school is upon other things. The second was that they should not expect what they broadly

call inspiration. The third was that they must not expect spoon feeding. Nobody particularly cares whether graduate students get their degrees or not, and the entire responsibility rests upon the student, said Dean Nicholson.

Italy Seeks Old Culinary Fame

Rome has its gastronomic academy, with headquarters at San Stefano del Scacco, founded along the same lines as similar academies in Renaissance days, when they were called universities, where cooks' houses of the nobles, princes and cardinals taught the secrets of cooking and garnishing which made Rome and Naples famous in those days. With the idea of recapturing the fame of Italian cooks the director of the royal kitchens, Cavalier Amedeo Pettini, as president, last year founded an academy. Not only are there annual reunions at which the grave subjects of serving, garnishing or other intricate problems of the kitchen are taken up, but they have founded a school where lessons are given to fifteen pupils who have passed the examination and are thought worthy of the traditions of good cooking. This year the curriculum includes not only garnishing and cooking, but also dietetics, physical culture, chemistry and physics. The lessons are given by university professors. The course lasts two years. The institute is also interested in diffusing special recipes. A dictionary of Italian terms in menus is being compiled.

Kindergarten Pupils Using Typewriters

Eighteen American cities are now co-operating in the experiment first made at Teachers College, Columbia University, whereby children in the kindergarten and primary grades are allowed to use portable typewriters in learning the technique of writing instead of following the usual muscular system involving the mastery of script. The results so far have been gratifying and may in the future revolutionize the system of child education in respect to writing. Children are not muscularly adapted to the present training, and the introduction of the typewriter may cause the learning of script to be deferred until they are nine or ten years old. "Such an experiment," asserts Earl W. Barnhart, chief of commercial education service, Federal Board of Vocational Education, "is undoubtedly a development of the machine age—a carrying of the machine idea down into the first grades of one's education. A mechanical device presents advantages of writing to children who need to write but are physically too immature to write well and to write legibly."

TREND OF THE TIMES

BRITISH and other European scientists have been asked to co-operate in "the greatest world's fair ever held," in 1933 in Chicago, designed to demonstrate the progress of science in the last 100 years. Unlike any other exhibition ever held, the plans and layout are entirely in the hands of scientists. The object is "selling science to the world" on a gigantic scale, and the idea is the outcome of a campaign by newspaper men of the world against mystification of science by scientific phraseology.

AN AVERAGE of $2,500,000 daily, $104,166 an hour, or $1,736 each minute is the price Americans pay for automobile accidents, according to an American research foundation bulletin. Loss of lives for 1929 was estimated at 29,000 on which a value of $290,000,000 was set. Injuries, destruction of property, replacements and loss of time from work accounted for the $900,000,000 economic loss estimated for this year.

PRESIDENT HOOVER, believing in the sound structure of the economic and financial system of the country, announces, through Secretary Mellon, that there will be a reduction in taxes of $160,000,000 during the coming regular session of Congress. The Administration thinks there is no good reason for the panic in Wall street.

DESIRE FOR PEACE is so strong and so universal that the government, or representatives of any government, advocating war would be hooted down in derision, the Secretary of Labor, James J. Davis, recently stated. In his opinion the naval disarmament discussions entered into by President Hoover and Premier MacDonald "would go down as one of the historic turning points in human history."

"MENTAL DEFECTIVENESS or feeble-mindedness is not a disease," says Dr. A. M. Lyon, superintendent of the Kentucky State Institution for Feebleminded, "it is a condition whereby nature failed to develop the individual's intellectual nervous system to meet the demands of their social existence. An efficient standard for determining the exact and definite point where the lower intelligence ends and mental defectiveness begins has not been universally established."

GREAT OPPORTUNITIES for chemists are available in the field of agriculture and they are increasing in number constantly, according to Dr. Henry G. Knight, chief of the Bureau of Soils, Department of Agriculture. "Man's success in his fight for his very existence will depend more and more upon his ability to control insect pests which destroy many millions of dollars' worth of crops annually," he declared. "Utilization of the by-products and the wastes of the farm for manufactured articles of commerce is increasing, and this is a field which offers great opportunity to the young generation of chemists and new possibilities for profits to American farmers."

AN ELECTION SYSTEM under which honesty of elections will be assured, even in a spoils-ridden and boss-controlled community, is entirely feasible and practicable of being set up, the National Municipal League was told by its committee on a model election system. "The enfranchisement of women and the passing of the open saloon have done much to do away with the violence, rowdyism and gross frauds which once dominated the polls," the committee found. "Elections have already become respectable, except for a few communities."

PRESENT INDICATIONS are that the proposed first transatlantic wired telephone will be in operation by 1932. It is proposed to connect the cable between Newfoundland and Ireland, a distance of 1,800 nautical miles. The new cable will yield only a single telephone circuit, but it will be of maximum reliability, free from the variations characteristic of radio circuits. To make two-way operation possible, voice-operated switching mechanism will be installed at the two terminals, which will permit the circuit to be operated only in one direction at a time, but automatic controlling speech waves will permit two to carry on a regular conversation.

TAXPAYERS who "view with alarm" the soaring cost of government, both state and federal, may get comfort from the explanation of Starke M. Grogan, chief statistician of the Census Bureau, that the increase is not due entirely to the high cost of living, but partly to the cost of high living. Ever since 1915 the Bureau of the Census has been keeping account of the costs of state governments as well as of the federal government. This survey shows that governmental costs are steadily rising.

The BOOK TABLE

DRAWING AND PAINTING SELF-TAUGHT. By Anson K. Cross, Instructor, School of the Museum of Fine Arts, Boston. With Graded Lessons by Evelyn F. Cross, Supervisor of Art, Stoneham, Massachusetts. Second Edition, Revised. Cloth. 204 pages. Published by A. K. Cross, Boothbay Harbor, Me.

Mr. Cross has a remarkable device for making it possible for a student to see wherein his work is faulty, and at the same time see how he may easily improve it. It is a piece of ordinary window glass as a drawing tablet. To this he has added a spirit level which makes the scheme scientific.

The key to the success of Mr. Cross is the fact that his instruction leads to vision training and not merely to picture making. There are two lenses which enable students to discover mistakes in light, shade and color, as surely as the spirit-level enables them to find mistakes in perspective outline.

It is possible for fourth-grade children to draw from nature with class results equal to those in other subjects.

THE PURSUIT OF HAPPINESS. A Textbook in Civics. By Edward Manley, Englewood High School, Chicago. Cloth. 276 pages. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

I had the rare privilege of addressing nine of the leading high schools of Chicago in early October, and got the spirit of the personality of each of those really famous institutions of 4,000 to 5,000 students, and each of those schools will be a distinct creation in my own personality for years. No one of those high schools as I saw it in action and as an audience could have been possible anywhere ten years ago. Each of those Chicago high high schools is really a glorious creation of this achievement age.

The Englewood high school was in the first of the five days, and in its distinctive spirit as the vast array of students passed to and fro and as I saw them in class and faced them in the auditorium they had a character atmosphere that was amazing.

Edward Manley, a characteristic personality in that faculty, is the author of a textbook on civics with a title as natural to a product of the Englewood high school as is a June day in New England.

"The Pursuit of Happiness" is the title of this school textbook on citizenship, and the first paragraph in Mr. Manley's "Preface" is the embodiment of the Englewood high school atmosphere:—

"Our educational system would be doing a distinct service to the country if it could give to the young people of the present generation a respect for law. In the case of our most interesting girls and boys, the ones we like to consider typically American in their attitude, this respect for law can never be awakened by mere commandments and prohibitions; it must have a sound basis. If young people can be made to understand that laws are necessary to their comfort and happiness, and if they can be made to feel a personal responsibility for keeping laws sane and reasonable and for observance of all laws and a vigorous enforcement of them, we shall have that respect for law which has at all times marked highly civilized nations at the height of their power."

REPRESENTATIVE ENGLISH DRAMAS. Edited by John Robert Moore, Indiana University. Cloth. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

In 460 pages Professor Moore presents in usable form The Morality Drama, Elizabethan Tragedy, Classical Tragedy, Farce and Comedy, The Comedy of Manners, and The Problem Play.

The author's "Introduction to English Drama," and the Introduction to each of the dramas make this invaluable for students and teachers, as well as it really makes this The Trail of Drama in History more clearly and vividly than we have seen this in one usable school volume by any one else.

PRINCIPLES OF TEACHING AND LEARNING IN ELEMENTARY SCHOOLS. By Lois Coffey Mossman, Ph. D., Teachers College, Columbia University. Cloth. Boston, New York, Chicago: Houghton Mifflin Company.

Professor Mossman appreciates the perplexing situation of teachers who naturally accept the philosophy and pedagogical methods they were taught ten, twenty, thirty years ago, and are liable to be graded by any one of ten different standards of psychology and resultant methods.

Professor Mossman takes a sane and workable position. While the agencies that have brought about the present pace of progress are still active, there is a plain course for the teacher of today to pursue. It is the teacher's business to be genuinely alive to the civic, social and economic conditions as they are now, and estimate the probable trend and pace of progress, getting the best advice available, and give the children of today the best school privileges that seem advisable.

Professor Mossman is not afraid of the future and does not worship the past. She is not a propagandist and is bomb proof against propaganda. This has enabled her to prepare a book for teachers that is reasonably dynamic and is entirely free from static in her message.

TEACHING AND LIVING. A Professional Reading Book for Teachers. By John Furman Thomason, Winthrop College, Rock Hill, South Carolina. State Company, Columbia, S. C., publishers.

Professor Thomason's thinking has been along broad lines professionally and civically, and this book represents the human side of his professional thinking. His message is really a mission to promote a more genuine living by teaching.

His professional classification is: teachers who have devoted themselves ardently to academic preparation; second, those who have specialized in their particular field; third, the smallest class, those who have studied philosophy and life with a purpose to be a social, civic and all-round community leader.

The wide range of his own thinking is suggested in the following paragraph:—

"It is evident in connection with one's vocation that attitudes, dispositions, objectives, methods, and the like are matters of supreme importance; in the processes of teaching, these factors have a vital significance since it is a work of a social character involving interrelated activities."

IN WOODEN SHOE LAND. By Thora Thorsmark. Illustrated by Helen Hudson Belarr. Cloth. Evanston, Illinois: Row, Peterson and Company.

We have never seen a more interesting or important school book on Holland, the most fascinating personality among the countries of Europe, than this beautifully illustrated and captivatingly written "In Wooden Shoe Land," by Thora Thorsmark.

This story has all the charm of romance and is as true to conditions in Holland as though it were testimony under oath.

ESTABLISHED 1869

NINE MONTHS MORE
Of Daily Handling and Wear!
Is it Surprising That Textbooks
Need Holden Book Covers
to Reinforce and Strengthen Them?
SAMPLES FREE

THE HOLDEN PATENT BOOK COVER COMPANY
MILES C. HOLDEN, President SPRINGFIELD, MASSACHUSETTS

GRINS BETWEEN GRINDS

Poor Bill!

Old Bill Tucker, the country grocer, went to the city to buy a stock of goods. The goods were forwarded that afternoon and got home before he did. His wife signed for the box, then, looking at it, she gave a shriek and ran for a hammer.

A customer ran up to assist her and asked what the trouble was. With a trembling finger she pointed at the notice on the lid: "Bill Inside."

And Is Glad She Didn't

Ann—"Mother, what's an old maid?"

Her Mother—"An old maid, my dear, is a girl who looks before she leaps—and then doesn't leap!"

Evidence

Office Manager—"This firm has been doing business since 1809."

New Secretary—"So I judged by the appearance of the typewriter ribbons."

Speedy

The young man had just driven home from college at the close of the term. "Did you pass everything?" anxiously asked his mother.

"Everything but two Buicks and a Hudson. Darned if they mustn't have had airplane motors in 'em!"

Had the Answer Ready

The teacher was trying to impress on the children how important has been the discovery of gravitation. "Sir Isaac Newton was sitting on the ground, looking at the tree. An apple fell on his head and from that he discovered gravitation. Just think, children," she added, "isn't that wonderful?"

The inevitable small boy replied: "Yes'm, an' if he had been sittin' in school lookin' at his books, he wouldn't never have discovered nothin'."

Took a Hint

He—"How long have you been working for the firm?"

She—"Ever since the boss threatened to fire me."

The Silent Partner

"Does yo' take this woman for thy lawfully wedded wife?" asked the colored parson, glancing at the diminutive, watery-eyed, bowlegged groom, who stood beside two hundred and ten pounds of feminine assurance.

"Ah takes nothin'," gloomily responded the bridegroom. "Ah's bein' tooked."

My, Yes

"I hear that saxophonist paid $100 for his instrument."

"That's a lot of money to blow in."

Smart Class

The minister was questioning his Sunday-school class. "Now can any of you tell me the name of the place where we'll all go if we are good?" he asked.

"I'll describe it," the minister went on. "It's an immense place where huge golden pillars rise high above you. The air is perfumed, and soft music plays continually. Now can any of you tell me the name of this place?"

"The movies!" chorused the class.

Teacher Was Right

A pupil was having trouble with punctuation and was being called down by the teacher.

"Never mind, sonny," said the visiting school board president, consolingly, "it's foolish to bother about commas. They don't amount to much anyway."

"Don't they," replied the teacher, turning to the president. Then calling to one of the pupils she ordered the boy to write on the board this sentence: "The president of the board says the teacher is a fool."

"Now," she continued, "put a comma after 'board' and another after 'teacher'."

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 139 Fage Ave.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 808 Title Bldg.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.

Send for circular and registration form free.

Laws to Protect Children

Conservation and promotion of health and safety have long been recognized as functions of the public-school system, and laws to make them so continue to be enacted. Within the past two years, according to the Office of Education, approximately one-half of the states enacted laws which in some way tend to promote the health and physical safety of school children. The laws relating especially to the conservation and promotion of health may be summarized as follows: Arizona appointed a state physical director and requires that all public elementary and secondary schools provide physical training. The legislature of Florida provides for the creation of the position of state supervisor of physical and health education. An Idaho act authorizes county superintendents to close school buildings reported by health officers to be in insanitary condition. Illinois requires school boards to provide physical education for one hour per week, that normal schools give physical education courses, and that no student shall be graduated without having completed one year's work of one hundred and forty-four forty-five-minute periods in physical education. The Illinois legislature authorizes cities of more than 100,000 population to levy three-twentieths of one mill on each dollar of assessed value of taxable property to maintain playgrounds. Kansas authorizes boards of education in cities of more than 100,000 population to provide free inspection and treatment of physical defects and ailments of public-school children who are unable to pay the necessary expense for private treatment. New Jersey made provision for the employment of school nurses who shall examine every pupil to ascertain whether any physical defects exist and keep a record from year to year of the growth and development of pupils. Texas authorized the commissioners' courts of the various counties to employ one or more registered nurses at not more than $1,800 per annum each to visit the public schools and to investigate the health conditions and sanitary surroundings of such schools and the physical condition of school pupils. Wyoming enacted a law requiring teachers, with the assistance of county health nurses or county physicians, or both, to examine the children to ascertain if any are suffering from defective sight, hearing, or disease of the nose or throat. Laws to guard the physical safety of school children and to prevent accidents were enacted in a number of states. Arizona, Kansas, Michigan, and South Carolina require busses to stop before crossing a railroad track; South Carolina requires fire drills in all public schools and that schools of two or more stories be equipped with adequate fire escapes. Arkansas requires the teaching of methods of fire prevention.

Teachers of Speech

The fourteenth annual convention of the National Association of Teachers of Speech will be held December 30, 31, and January 1, at the Hotel McAlpin, New York City. All phases of speech training will be discussed by the leading authorities in the field of speech education. Particular emphasis will be given to the problems of teaching in the secondary schools. Perhaps the major problem for consideration is that of securing adequate teacher training, in preparation for the coming decade in which training in the fundamentals of speech will almost surely become a part of every student's course of study. Special reports will be made of the best methods of teaching dramatics, debate, oratory, interpretative reading, oral English, correction of speech defects, parliamentary law, and business speaking.

Voters Served

National League of Women Voters of New York announce that the broadcasting of the third series of the Voters' Service programs will begin on Tuesday, January 7, at 6.45 p. m., Eastern Standard time, and be continued weekly during the five months season. The programs will present discussions pro and con, of important developments in national politics, including foreign affairs, new aspects of the tariff, government regulation of business, and the new commissions appointed by President Hoover.

The programs are the joint presentation of the National League of Women Voters and the National Broadcasting Company, and are adapted for group listening under the direction of a capable leader. Particularly attractive for young people are the four programs planned for March. These will be devoted to "Adventures in Citizenship," talks to be given by persons who have had exceptionally interesting experiences with the working of government.

The Real Good

"What is the real good?"
I asked in musing mood.
"Order," said the law court,
"Knowledge," said the school,
"Truth," said the wise man,
"Pleasure," said the fool,
"Love," said the maiden,
"Beauty," said the page,
"Freedom," said the dreamer,
"Home," said the sage,
"Fame," said the soldier,
"Equity," the seer;
Spake my heart full sadly,
"The answer is not here."
Then within my bosom
Softly this I heard:
"Each heart holds the secret,
Kindness is the word."

The Names of Santa Claus

As Christmas draws near, the name of Santa Claus becomes vividly present in all children's thoughts. It is often on the lips of their parents, too, with this and that admonishment to be good! Santa Claus is also called St. Nicholas, and, sometimes, Kriss Kringle. It is interesting to find out where he received these names.

St. Nicholas, according to Webster's New International Dictionary, was a bishop of Myra, Asia Minor, about the year 300 A. D. "He is the patron saint of Russia, and of seafaring men, thieves, virgins, and children." From these multifarious duties St. Nicholas seems to have selected one by which to be best known. "As the bearer of presents to children on Christmas Eve his name has been corrupted to Santa Claus," or, as it is occasionally spelled, Santa Klaus.

Kriss Kringle is a quite different name. It comes from the German "Christkindl," meaning the Christ child, or a Christmas gift, a diminutive of "Christkind."

Meetings To Be Held

DECEMBER

2: Society of Directors of Physical Education in Colleges; Sec. T. N. Metcalf, Iowa State College, Ames, Iowa; New York City.

2-6: Association of Colleges and Secondary Schools of the Southern States; Sec. Guy E. Snavely, Southern College, Birmingham, Alabama; Lexington, Kentucky.

2-7: Southern Commission on Higher Institutions; Sec. D. Theodore Jacks, Emory University, Atlanta, Georgia.

5-7: American Vocational Association; Sec. Z. M. Smith, Indianapolis, Indiana; New Orleans, Louisiana.

6-7: New England Association of Colleges and Secondary Schools; Sec. W. B. Jacobs, Brown University, Providence, Rhode Island; Boston, Mass.

7: Association of Teachers of Mathematics in New England; Sec. H. D. Gaylord, 20 Garden Street, Cambridge, Mass.; Boston, Mass.

18-20: Western Society for Directors of Physical Education for Women in Colleges and Universities; Ruth Atkinson, University of Southern California, Los Angeles, California; San Jose, Calif.

26-31: American Association of University Instructors in Accounting; Sec. Howard C. Greer, Ohio State University, Columbus, Ohio.

26-28: American Society for the Study of Disorders of Speech; Sec. Sarah M. Stinchfield, Mt. Holyoke College, South Hadley, Mass.; New York City.

26-28: College Art Association of America; Sec. James B. Munn, New York University, New York City; Boston, Mass.

26-28: Illinois State Teachers Association; Sec. R. C. Moore, Carlinville; Springfield.

26-29: Montana Education Association; Sec. R. J. Cunningham, Box 217, Helena, Montana; Bozeman, Great Falls, Miles City.

26-28: Music Teachers National Association; Sec. D. M. Swarthout, University of Kansas, Lawrence, Kansas; Cincinnati, Ohio.

26-28: National Association of Teachers of Speech; Sec. H. L. Ewbank, University of Wisconsin, Madison, Wisconsin; New York City.

26-28: Oregon State Teachers' Association; Sec. E. F. Carleton, 408 Salmon Street, Portland; Portland.

26-28: Pennsylvania State Education Association; Sec. J. H. Kelley, 400 N. 3rd Street, Harrisburg; New Castle.

27-28: American Catholic Philosophical Association; Sec. Rev. Fulton J. Sheen, Catholic University, Washington, D. C.; Washington, D. C.

27-31: American Nature Study Society; Sec. Ellen E. Shaw, Brooklyn Botanical Garden, Brooklyn, New York; Des Moines, Iowa.

27: Classical Association of the Pacific States, Northern Section; Sec. Winona Bailey, 1426 Warren Avenue, Seattle, Washington; Seattle, Washington.

27-28: American Association of Teachers of Spanish, Washington, D. C., under auspices of George Washington University.

27-Jan. 2: American Association for the Advancement of Science; Sec. Burton E. Livingston, Smithsonian Institution, Washington, D. C.; Des Moines, Iowa.

27-30: Association of American Law Schools; Sec. Albert J. Harno, State University of Illinois, Urbana, Illinois; New Orleans, Louisiana.

28-29: National Association of Biblical Instructors in American Colleges and Secondary Schools; Sec. R. K. Hickok, Wells College, Aurora, New York; New York City.

28: National Federation of Modern Language Teachers; Sec. Charles E. Young, University of Wisconsin, Milwaukee, Wisconsin; Cleveland, Ohio.

29: Ohio Industrial Art Teachers' Association; Sec. Robert Smith, Ohio State University, Columbus; Columbus.

TEACHERS' AGENCIES.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.

SEND FOR CIRCULARS

ALBERT TEACHERS' AGENCY

43RD YEAR

25 E. Jackson Blvd., Chicago
535 Fifth Avenue, New York
Peyton Bldg., Spokane, Wn.
York Rite Temple, Wichita, Kansas

TEACHERS WANTED for positions in Public Schools, Private Schools, Colleges, Universities, State Normal Schools, etc. Best schools our clients. Send for booklet "Teaching as a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York

THE CARY TEACHERS' AGENCY Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

The Corlew Teachers' Agency

GRACE M. ABBOTT, MANAGER
120 BOYLSTON STREET, BOSTON
Member of National Association of Teachers' Agencies

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. Telephone Hay. 1678
N. A. T. A. Member
8 Beacon Street, Boston Established 1885

KELLOGG'S AGENCY recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place, or know where a teacher may be wanted, address Kellogg's Teachers' Agency, 31 Union Square, New York.

Wm. B. ITTNER, Inc.

ARCHITECTS

A record of achievement.

430 Schools in
105 Cities and Towns in
28 States

St. Louis, Mo.

FRANK IRVING COOPER CORPORATION

ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

WINSHIP TEACHERS' AGENCY

ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies